

Course Acronym:\*

PE

Course Number:\* 255

Descriptive Title:\* Beach Volleyball

Division: Health Sciences and Athletics

Department:\*

Physical Education

Course Disciplines: Physical Education

Catalog Description:\*

This course provides instruction, strategies and practice of skills in sand volleyball. The course is designed to develop fundamental and advanced skills, knowledge of rules, team strategies and desire for future participation during leisure times.

**Conditions of Enrollment:**

Prerequisite:

Co-requisite:

Recommended Preparation:

Enrollment Limitation:

Course Length: Full Term

Hours Lecture (per week): 0

Hours Laboratory (per week): 3

Outside Study Hours:\* 0

Total Course Hours:\* 54

Course Units:\* 1

Grading Method: Letter Grade only

Credit Status: Credit, degree applicable

Transfer CSU: Yes

Effective Date: 12/14/2015

**General Education:** Area 5 - Health and Physical Education  
**ECC**

**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.)  
***SLO revisions are completed via the SLO Change Form available on the College Curriculum Committee website.***

- Student Learning Outcomes:**
- SLO #1 Explaining Strategies**  
Student will be able to explain strategy in regards to wind direction and managing the elements.
  
  - SLO #2 Proper Positioning**  
Student will demonstrate proper positioning on the court during serve receive and defensive situations.
  
  - SLO #3 Basic Fundamentals of Hitting**  
Student will demonstrate and explain the basic fundamentals of a hitting approach.

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

**Course Objectives:**

1. Perform volleyball skills (passing, serving, setting, hitting, and blocking) at a proficiency level in game play.
2. Execute base positioning and serve receive at a proficiency level in game-like situations.
3. Evaluate defensive tactics to neutralize a strong hitter. Analyze the effectiveness of a block and a digger versus two diggers against that hitter.
4. Demonstrate knowledge of National Collegiate Athletic Association "NCAA" Sand Volleyball rules in match play.
5. Demonstrate offensive and defensive systems during competition.
6. Demonstrate the skill of passing initiated from a serve using the correct body and arm positioning.
7. Demonstrate three offensive techniques an attacker would use against an opponent. For example: Hitting, cut shot, and roll shot.
8. Discuss knowledge of physical training and how it can improve skill performance in a match.
9. Demonstrate sportsmanship and teamwork during game play.

**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. Safety Procedures and Equipment Maintenance (1 hour, lab)**

1. Evaluate and clean playing surface
2. Inspect equipment for safety issues; balls, nets, lines, and training equipment
3. Maintenance of the sand courts

**II. Rules and Regulations for Sand Volleyball (1 hour, lab)**

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

**III. Environmental Consideration for Outdoor Sport (1 hour, lab)**

1. Dealing with the elements; wind, rain, heat, cold
2. Recognizing heat stress
3. Sunblock and sun protection

**IV. Proper Nutrition and Hydration for Optimal Performance (1 hour, lab)**

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

**V. Skills Practice Offense (5 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

**VI. Skill Practice Defense (5 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

**VII. Physical Training (3 hours, lab)**

1. Jump training
2. Agility training
3. Footwork

**VIII. Setting (2 hours, lab)**

1. Overhand set and hand positioning
2. The bump set and arm positioning

**IX. Offensive Attack (4 hours, lab)**

1. Spike - hard driven ball
2. Off speed shot - finesse shot
3. Cut shot - misdirection/severe slice
4. Dink - short shot without finger action

**X. Comprehensive and Application of Game Rules in a Competitive Situation (2 hours, lab)**

**XI. Competition Format (6 hours, lab)**

1. The doubles game
2. The four person game
3. The six person game

**XII. Officiating Sand Volleyball Games in Class (2 hours, lab)**

1. Demonstrate an understanding of the rules
2. Managing the game

**XIII. Team Drills (6 hours, lab)**

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

**XIV. Game Competition and Play (15 hours, lab)**

Total Laboratory Hours: 54

Total Hours: 54

**IV. Primary Method of Evaluation and Sample Assignments**

**A. Primary Method of Evaluation (choose one):**

- 1) Substantial writing assignments
- 2) Problem solving demonstrations (computational or non-computational)
- 3) Skills demonstrations

Primary Method of Evaluation: 3) Skills demonstration

**B. Typical Assignment Using Primary Method of Evaluation**

Typical Assignment Using Primary Method of Evaluation: Demonstrate knowledge of sand volleyball rules in game situations.

**C. College-level Critical Thinking Assignments**

Critical Thinking Assignment 1: After watching a sand volleyball match during class, present an oral report to your teammates and instructor identifying another team's strengths and/or weaknesses and identify what strategies could be employed to counteract their team play.

Critical Thinking Assignment 2: Demonstrate to instructor the fundamental skills necessary to execute an effective pass. Explain to your teacher in a verbal response your strengths and weaknesses of that skill and what training or conditioning drills would be ideal for improvement.

**D. Other Typical Assessment and Evaluation Methods**

**Examples:** Class Performance, Objective Exam, Clinical Evaluation, Oral Exams, Completion, Other Exams, Embedded Questions, Performance Exams, Essay Exams, Presentation, Fieldwork, Quizzes, Homework Problems, Reading Reports, Journal kept throughout course, Term or Other Papers, Laboratory Reports, True/False, Matching Items, Written Homework, Multiple Choice, Other (specify)

Other Evaluation Methods: Class Performance, Oral Exams, Performance Exams

**V. Instructional Methods**

**Examples:** Lecture, Group Activities, Lab, Role play/simulation, Discussion, Guest Speakers, Multimedia presentations, Field trips, Demonstration, Other (specify)

**Instructional Methods:** Demonstration, Discussion, Role play/simulation

If other:

**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.**

**VI. Work Outside of Class**

**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(s):**

**Printed Text** - Author, Title, Edition, Publisher, Year.

**Digital Text (OER Text)** - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

**Sample:** Dillon, Dave. *Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

**If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.**

**\*Multiple textbooks may be listed.**

**Up-To-Date  
Representative  
Textbooks:**

**B. Alternative Textbooks: Please use the following format(s): if applicable**

**Printed Text** - Author, Title, Edition, Publisher, Year.

**Digital Text (OER Text)** - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

**Sample:** Dillon, Dave. *Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

**If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.**

**\*Multiple textbooks may be listed.**

**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 Skill:

Requisite Skill 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 Skill:**

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

**E. Enrollment Limitations**

**Enrollment Limitations and Category:**

**Enrollment Limitations Impact:**

**Course Created by:** Le Valley Pattison

**Date:** 08/29/2014

**Original Board Approval Date:** 12/14/2015

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

**Date:** 10/15/2021

**Last Board Approval Date:**