

PE - 85ABC - Men's Intercollegiate Water Polo Team

COURSE OUTLINE OF RECORD

VIII. General Course Information

Subject:*

PE

Course Number:* 85ABC

Descriptive Title:* Men's Intercollegiate Water Polo Team

Course Disciplines:*

Coaching

Physical Education

Division:

Health Sciences and Athletics

Department:*

Athletics

Catalog Description:*

This course provides instruction, training, and practice in the advanced techniques of water polo and the opportunity for intercollegiate competition. Student athletes will compete against conference schools and other colleges.

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

Conditions of Enrollment:

Prerequisite:

Co-requisite:

Recommended Preparation:

High school varsity experience or equivalent skill

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 CSU: Yes
 No

Effective Date: Prior to July 1992

Transfer UC: Yes
 No

Effective Date: Spring 1994

**General Education
ECC:**

Area 5 - Health and Physical Education

Term:

Other:

CSU GE:

Term:

Other:

IGETC:

Term:

Other:

IX. Outcomes and Objectives

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

Student Learning Outcomes:

SLO #1 Passing

Student will demonstrate passing with a partner using the eggbeater kick.

SLO #2 Group Shooting

Student will demonstrate efficiency and speed in a group shooting drill using the goal covering “sniper”.

SLO #3 Strategies

Student will identify strategies for scoring in an “extra man” situation and be able to demonstrate appropriate skills in various positions.

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

Course Objectives:

1. Apply the rules of water polo competition appropriately.
2. Analyze and perform various water polo technical skills such as one-handed ball handling, passing, shooting, dribbling, and vertical eggbeating.
3. Evaluate offensive tactics against a zone defense.
4. Student will defend against an offensive driver moving towards the goal.

X. 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. Orientation (20 hours, lab)

- A. Safety precautions for practice and competition
- B. Water polo rules and regulations

II. Early Season Training (60 hours, lab)

- A. Aerobic training for development of cardiovascular fitness
- B. Freestyle swim stroke training with ball handling drills and wet passing
- C. Team offensive strategy, passing, and shot mechanics
- D. Team defensive strategy, blocking, and eggbeating
- E. Early season tournament and conference competition

III. Mid-Season Training (60 hours, lab)

- A. One-on-one offensive tactics
- B. One-on-one defensive tactics
- C. Anaerobic training in all swimming, passing, and defensive skills
- D. Refining of team tactics, plays, etc.

IV. Post Season Training (40 hours, lab)

- A. Refining of fundamentals
- B. Maintenance of conditioning
- C. Preparation for potential playoff competition

Total Lecture Hours: 0

Total Laboratory Hours: 180

Total Hours: 180

XI. 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:

Demonstrate an effective wet pass from a position on the perimeter to a player at the meter position while under defensive pressure.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Compare and contrast point drop defense with a passing lane press defense. Evaluate in terms of a teams skill level and verbally explain to instructor.

Critical Thinking Assignment 2: Analyze offensive scoring tactics during a fastbreak when the offensive team outnumbered the defensive team six players to five players. Prepare a game plan for this situation that could be used in the final seconds of the quarter, half, or the end of the game.

D. Other Typical Assessment and Evaluation Methods

Other Evaluation Methods: Class Performance Performance Exams

If Other: Intercollegiate competition

XII. Instructional Methods

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.

Instructional Methods: Demonstration Multimedia presentations

If other: Analysis of each athlete's performance during training and in competition

Analysis of elite athletes

Specific technique drills designed to develop strength and movement skills both above and below the water

XIII. Work Outside of Class

Work Outside of Class Skill practice

If Other: Course is lab only - minimum required hours satisfied by scheduled lab time and estimated student hours outside of class per week is zero.

XIV. 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:

XV. 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:

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

B. Requisite: (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. List the
corresponding course
objective under each
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

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: Corey Stanbury

Date: 03/01/1989

Board Approval Date:

Last Board Approval Date:

Last Reviewed and/or Revised by: Noah Rubke

Date: 01/2020