



PEIC-142: INTERCOLLEGIATE SPORTS: VOLLEYBALL (WOMEN)

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PEIC - Physical Ed/Intercollegiate

Course Number

142

Course Title

Intercollegiate Sports: Volleyball (Women)

Short Title

Intcol Sp: Volleyball (Women)

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lab Units**

3.00

Total Units

3.00

Hours**Lab Contact Hours**

144-162

Out of Class Hours Lab

0.00

Total Contact Hours

144 - 162

Total Out of Class Hours

0 - 0

Total Student Learning Hours

144 - 162

Is this an existing Extensive Lab?

No

Do you want to propose this for Extensive Lab?

No

Distance Education

No

Catalog Description

This course is intended for members of the Women's Intercollegiate Volleyball Team. The course will provide instruction in components of training, developing, and conditioning related to the skills and techniques required for intercollegiate volleyball. Students who repeat this course will improve skills through further instruction and practice.



Requisites

Other Enrollment Criteria

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Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician's examination and complete an interview with the instructor.

Codes

TOP Code (CB 03)

0835.50 - Intercollegiate Athletics

CIP Code

31.0501 - Health and Physical Education/Fitness, General.

Repeatability Code

Yes

Number of times course can be repeated

4

Reason for Repeatable

Intercollegiate athletics

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Coaching	End

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze game strategies, including adherence to games rules and team conduct.
2. Develop the fundamental skills of volleyball (serve, pass, set, spike) through practice and repetition, with demonstrated improvement and ability to compete in community volleyball programs.
3. Relate current intercollegiate practice and standards to volleyball at the recreational, secondary school, and professional levels.
4. Demonstrate proficiency in competing in games, matches, tournaments and various modifications of volleyball (doubles, 4-on-4, and outdoor).
5. Create a nutritional eating plan appropriate for highly competitive athletes.
6. Apply diversity, equity, and inclusion (DEI) principles by engaging respectfully and collaboratively with teammates and opponents from varied cultural, social, and athletic backgrounds.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will analyze game strategies and team conduct, demonstrating understanding of official rules and effective decision-making in competitive play
2. Students will demonstrate proficiency in fundamental volleyball skills (serve, pass, set, spike) through practice and measurable improvement.

3. Students will critique video recordings of practices and matches to identify strengths, weaknesses, and areas for skill development.
4. Students will relate intercollegiate volleyball practices and standards to recreational, secondary school, and professional play.
5. Students will apply skills and techniques by competing in games, matches, tournaments, and modified volleyball formats (doubles, 4-on-4, outdoor).
6. Students will create a nutritional plan tailored to the needs of highly competitive athletes to enhance performance and recovery.
7. Students will examine and implement proper hydration strategies during workouts, competitions, and daily routines to maintain optimal performance and health.
8. Students will demonstrate awareness and respect for diversity and inclusion by engaging collaboratively with teammates and opponents from varied cultural, social, and athletic backgrounds.

Content

Course Lab Content

1. Introduction & Physical Fitness
 - a. Volleyball history and evolution
 - b. Cardiovascular endurance, strength, flexibility
 - c. Safety, protective gear, injury prevention
 - d. Fitness assessment techniques
2. Volleyball Fundamentals
 - a. Serving, passing, setting, and spiking techniques
 - b. Bumping, digging, and blocking defensive skills
 - c. Footwork and reaction time strategies
3. Team Development & Strategy
 - a. Team concepts and responsibilities
 - b. Conflict resolution and relationship-building
 - c. Offensive and defensive strategies (game sets, late-game, match point, serving strategies)
4. Game Analysis & Video Critique
 - a. Analyzing recorded practices and matches
 - b. Identifying strengths, weaknesses, and tactical adjustments
 - c. Video review sessions with guided critique
 - d. Student presentations on game analysis
5. Intercollegiate Competition & Etiquette
 - a. Game day preparation and travel guidelines
 - b. Player conduct and game etiquette
 - c. Competition rules and officiating standards
 - d. Simulated game-day scenarios
 - e. Live participation in practice matches and tournaments
6. Nutrition & Hydration for Athletes
 - a. Components of a healthy athlete's lifestyle
 - b. Creating individualized nutritional plans
 - c. Hydration strategies for training and competition
 - d. Effects of supplements on performance and health
 - e. Design a personal athlete nutrition and hydration plan
 - f. Group discussion on diet strategies and recovery practices
7. Advanced Volleyball Skills & Game Applications
 - a. Doubles, 4-on-4, and outdoor volleyball modifications
 - b. Live application of advanced offensive and defensive strategies
 - c. Skill integration in competitive drills

- d. Full matches and modified games
- e. Review of all skills, strategies, and nutrition/hydration plans
- 8. Reflection on intercollegiate volleyball vs recreational/professional standards
 - a. Final skills assessment
 - b. Final competitive match/tournament
 - c. Student presentations on analysis and nutrition plans
- 9. Team Dynamics
 - a. Cultural Competency in Team Dynamics
 - b. Inclusive Coaching and Leadership
 - c. Addressing Microaggressions Bias
 - d. Community Engagement and Social Responsibility

Methods of Instruction

Method

Activity

Integration

Students will be instructed in individual and group development and application of offensive and defensive tactics such as set point and match point.

Method

Discussion

Integration

Discussions will include individual application of healthy lifestyles, eating and nutrition and history of the game of volleyball.

Method

Drill and practice

Integration

Students will be drilled in game situations to improve skills and techniques such as ball handling, spiking, serving and bumping.

Method

Observation and Demonstration

Integration

Students will observe and demonstrate appropriate sports coaching situations and the instructor will provide on the various techniques and skills of Volleyball.

Method

Lecture

Integration

This lecture will explore how participation in sports has shaped the lives of female athletes, focusing on personal growth, overcoming societal barriers, and the role of Diversity, Equity, and Inclusion (DEI) in athletics. Students will learn how athletic experiences contribute to leadership, resilience, agency, and empowerment while addressing gender inequities in sports. Through video examples, case studies, interactive discussion prompts, and reflective questioning, students will examine how race, class, sexual orientation, and disability intersect with gender and influence opportunity and treatment in athletics. The instructor will also model how to critically analyze media representation, sponsorship trends, pay equity data, and policy decisions (such as Title IX) to understand how

systems have shaped access to sport. Students will be guided to identify real strategies to advocate for equity within their own sport environments and apply these concepts to team culture, coaching behaviors, and inclusive leadership practices.

Methods of Evaluation

Method

Game Situation

Integration

Students will be evaluated on their use of effective offensive and defensive strategies in a game situation and their performance as outlined in their pre-game planning including meeting obligations as a individual player and as a team member executing the fundamental offensive and defensive strategies in game situation; for example:serve, pass, set, spike.

Method

Group Projects

Integration

Students will be evaluated for their participation in group demonstrations and for their understanding of communication techniques necessary for practice and competition.

Method

Health Profile

Integration

Students will be evaluated on improvement in overall muscle tone, endurance, nutritional and health habits, eating habits and other components of a healthy lifestyle using a individual health profile.

Method

Observation for quality of performance

Integration

Students will be observed and evaluated on their individual game performance through analysis of their game statistics, ability to follow rules of competition, and game day etiquette.

Method

Self-Evaluation

Integration

Students and the instructor will evaluate individual performance viewing films of competitions and practices for player development and discuss ways to improve performance.

Method

Group Projects

Integration

Small groups will create a short presentation or activity highlighting lessons learned from female athletes' experiences, with an intentional focus on representation, equity, and voice. Groups should uplift diverse perspectives across race, gender identity, sexual orientation, socioeconomic background, ability level, and cultural identity. Evaluation will emphasize collaborative engagement, equitable workload sharing, respect for multiple lived experiences, and creativity in how those experiences are communicated.



Students must connect their content to team dynamics, inclusion practices, bias awareness, and DEI principles such as equitable access, belonging, allyship, and advocacy within sport.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Sample journal assignment: After viewing the film of the competitor's game, how would you assess their strengths and weaknesses?

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read a college level book, "COMPETE Traits of Elite Athletes" and answer questions from each chapter in small groups.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Reflect on the experiences of female athletes who have overcome social, cultural, or systemic barriers and connect these lessons to teamwork, leadership, and inclusion in sports.

Course Materials

Textbooks

2024 and 2025 Women's Volleyball Rules Book: Publisher: NCAA Publications, Format: Printed Format, Publication Date: 2024

Class Size Information

Class Size

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

In this volleyball class, diversity and inclusion are intentionally integrated through equitable participation, team-building activities, and coaching practices that respect all identities. Students of all genders, cultural backgrounds, races, abilities, and sexual orientations are encouraged to collaborate in mixed teams, ensuring every voice is heard and valued. Course materials, examples, and discussions highlight inclusive approaches to leadership, communication, and sportsmanship, creating a supportive environment where all students can develop skills, confidence, and a sense of belonging.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Assignments, instruction, evaluation, course content, and interactions are designed to support diverse learners and promote equity. Instruction uses multiple teaching methods, including demonstrations, hands-on practice, peer feedback, and video analysis, accommodating different learning styles. Assignments and assessments are structured to provide all students opportunities to demonstrate skill mastery and strategic understanding regardless of prior experience or ability level. Course content highlights inclusive examples, team strategies, and leadership approaches that respect cultural, gender, and ability differences. Interactions are fostered through cooperative team activities and guided discussions that encourage collaboration, mutual respect, and the appreciation of diverse perspectives.

Interactions**Explain how the course will incorporate student-to-student interaction.**

The course incorporates student-to-student interaction through team-based activities, small-group skill stations, and full scrimmages, where students collaborate to practice techniques, develop strategies, and solve game scenarios together. Peer feedback and observation are emphasized, allowing students to learn from each other's strengths and provide constructive guidance. Cooperative drills, group discussions, and team reflections foster communication, leadership, and mutual respect, creating an engaging and interactive learning environment.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interaction is integrated through demonstrations, guided practice, and individualized feedback during skill drills and lab activities. The instructor observes students' performance, provides real-time corrections, and answers questions to ensure proper technique and understanding. Additionally, the instructor facilitates discussions, strategy sessions, and reflections, offering coaching insights and support to help each student develop skills, confidence, and game awareness.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction is fostered through hands-on practice, skill drills, and video analysis of matches and practices, allowing students to actively engage with course material. Students analyze strategies, review recorded gameplay, and apply learned

techniques in lab activities and simulated games. Supplemental readings, instructional videos, and guided discussions provide multiple ways for students to explore volleyball concepts, rules, and strategies, ensuring deep engagement with the content.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interaction is encouraged through reflection, self-assessment, and goal-setting activities. Students evaluate their own skills, strategies, and performance during practice drills and matches, identifying strengths and areas for improvement. Journals, performance logs, and guided reflection prompts help learners monitor their progress, set personal goals, and develop self-awareness, fostering independent learning and metacognitive growth.

Key: 2570