



PEIC-150: INTERCOLLEGIATE SPORTS: BEACH VOLLEYBALL (WOMEN)

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

PEIC - Physical Ed/Intercollegiate

Course Number

150

Course Title

Intercollegiate Sports: Beach Volleyball (Women)

Short Title

Beach Volleyball

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 for students who have had significant training in beach volleyball and want to pursue their college and athletic careers through competition with other community colleges. The primary focus is on intercollegiate competition, rigorously intense preparation in fitness and the development and refinement of beach volleyball skills and techniques. Students will participate in college sponsored athletic competitions throughout this course.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

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	Or
Physical Education (Masters Required)	End

Learning Objectives

Learning Objectives

Learning Objective

1. Demonstrate the basic skills required to play the beach volleyball game: serving, defensive and offensive strategies, dropping, blocking, setting techniques, passing positioning, and hitting different types of shots. All skills will be specific to the beach volleyball doubles game.
2. Examine the rules and strategies of beach volleyball according to the NCAA beach volleyball rules handbook.
3. Analyze individual skills through video analysis of the game.
4. Develop team strategy and learn how to incorporate the mental aspect of the game to enhance their level of play.
5. Examine their personal physical conditioning and determine what areas need improvement for optimum beach volleyball performance.
6. Develop students physical strength, technical skills, and strategic understanding of beach volleyball while fostering an inclusive, accessible, equitable, and diverse environment.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The students will be able to analyze skills to include forearm passing, setting, attacking, digging, blocking, serving, and transition. Assessment: Skills Performance Test: 50% success on each of the seven skills.
2. The student will be able to create an effective game plan that considers both strength and weakness for both teams. Assessment: Written Exam: Game Plan.
3. The students will be able to perform physical conditioning, specific to beach volleyball, for optimum beach performance. Physical conditioning test will focus on four components of fitness; cardiovascular fitness, flexibility, muscular strength and muscular endurance. Assessment: Physical Fitness Performance Test: 50% on each of the four skills.
4. The student will demonstrate the capacity to communicate and collaborate effectively across differences, ensuring equitable support for all students, and applying inclusive practices that enhance both individual and collective performance.

Content

Course Lab Content

1. Introduction
 - a. Reflecting on the previous season's performance to identify strengths and areas for improvement. Emphasis will be placed on developing personal goals related to skill development, weight training, and strategic understanding for the season
 - b. Creating long-term goals for the season, with specific benchmarks for skill and strength progress
2. Rules and Regulations for Beach Volleyball
 - a. Review of basic rules to incorporate into practice and conditioning drills
 - b. Understanding how rules impact movement and conditioning needs
 - c. Coaching Philosophy
 - i. Emphasizing a holistic and inclusive approach to off-season conditioning
3. Safety
 - a. Guidelines for safe conditioning practices, especially in off-season training
 - b. Warm-up and cool-down procedures to avoid injury during conditioning
 - c. Hydration and proper nutrition for optimal performance
4. Skill Development for Beach Volleyball
 - a. Skills- Focus on enhancing key volleyball skills alongside conditioning work
 - b. Techniques- Drills designed to reinforce proper technique during practice
 - c. Strength- Exercises targeting overall body strength, focusing on volleyball-specific muscles
5. Accessible Content for All Abilities
 - a. Providing Alternatives for Those Who May Require Modifications
 - i. Ensuring all athletes can meaningfully participate in off-season conditioning
 - ii. Offering modified conditioning drills for athletes with different physical abilities
 - iii. Ensuring athletes of all abilities can participate effectively
 1. Adaptations and modifications for athletes with different physical abilities
 2. Inclusive drills that accommodate varying fitness levels
 - a. Beginning Skills
 - i. Blocking
 - ii. Run throughs
 - iii. Digging (overhead and under)
 - iv. Attacking
 - v. Serving
 - vi. Bump Setting
 - vii. Overhead Passing
 - viii. Forearm Passing

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6. Beach Volleyball Plyometric
 - a. Jump Training
 - i. Vertical leap drills for enhancing jumping ability
 - b. Agility Training
 - i. Advanced drills to improve lateral quickness and response times
 1. Evaluation Vertical jump (VerTec) Sand plyometrics Sand sprint for the time Goals Met Reevaluation
 2. Program implementation "Periodization" Olympic lifts Periodic assessments Strength and Conditioning
 3. Assessment Vertical jump Sand Plyometrics Sand Sprints Goals
 7. Fitness Development
 - a. Olympic Lifts
 - i. Incorporating Olympic-style lifts to enhance full-body strength and explosiveness
 - ii. Endurance Development
 1. Continued focus on endurance through targeted drills and other exercises
 - iii. Agility and Vertical Jump
 1. Drills to improve vertical jump height and agility for in-game situations
 - iv. Ensuring athletes of all abilities can participate effectively
 1. Adaptations and modifications for athletes with different physical abilities
 2. Inclusive drills that accommodate varying fitness levels
 8. Injury Rehabilitation
 - a. Tailored programs for athletes recovering from injury, focusing on regaining strength and mobility
 9. Injury Prevention Program
 - a. Preventative exercises to strengthen key areas prone to injury (e.g., shoulders, knees)
 - b. Emphasis on proper technique and flexibility to avoid overuse injuries

Methods of Instruction

Method

Activity

Integration

Individual and group skill development and physical training, to help prepare athletes for intercollegiate beach volleyball competition season. This approach ensures that strength training, cardiovascular conditioning, and sport-specific drills are interwoven into the course, allowing athletes to progressively improve their fitness and skills in a practical, game-like environment in preparation for competition.

Method

Film/video Viewing and Discussion

Integration

Audio-visual materials will be utilized to enhance students' learning experiences as part of a cohesive review of the various topics that apply to Beach Volleyball. Videos of current and past matches and practices will be used to increase students' awareness. Video clips and films allow students to observe methods, processes, and other factors relevant to their own beach volleyball, while also observing and assessing other teams and individual influences on beach volleyball.

Method

Observation and Demonstration

Integration

Observation and demonstration will be used to teach and apply communication techniques essential for practice and competition in beach volleyball. Students will watch demonstrations of skills and drills by the coach or advanced athletes to showcase proper

techniques. Peer observation will also be encouraged, allowing students to provide constructive feedback to one another during practice, promoting collaboration, inclusion, and enhanced learning.

Method

Directed Study

Integration

Use a directed study to combine beach volleyball skill training with practical application, and guided instruction (coaching) tailored to the student's intercollegiate goals. The flexibility of this format allows students to have equitable access to coaching and build an inclusive team culture while allowing for adjustments based on individual progress and evolving goals.

Methods of Evaluation**Method**

Class Performance

Integration

Class performance will be used to evaluate student's understanding the basic skills required to play beach volleyball: serving, defensive and offensive strategies, dropping, blocking, setting techniques, passing positioning, and hitting different type of shots. All skills are specific to the beach doubles game. Students will be evaluated based on their performance, with emphasis on identifying strengths and areas for improvement in a culturally diverse and inclusive team setting.

Method

Portfolios

Integration

Portfolios will be used to evaluate players individual physical fitness and beach volleyball skill set. Students will create a comprehensive portfolio that documents their progress throughout the course. The portfolio will include tracking fitness assessments (speed, and endurance), skill development (drills and techniques practiced), and reflective entries on their training experiences and personal growth. Students will be evaluated on their self-awareness and completion.

Method

Final Performance

Integration

Final performance will be evaluated for weightlifting maximums and a mile endurance run. Students will establish baseline lifts and a mile endurance run. Students will establish baseline lifts and endurance at the beginning of the semester and will be evaluated during the final weeks of the class on their progress. Structured testing will be conducted for weightlifting maximums and mile run endurance.

Method

Class Performance

Integration

Papers will be used to evaluate students through self-reflection including detailing how their identities have shaped their journeys. Papers will also be used to analyze reading or self-reflect on game performance. Students will be evaluated on their ability to self-evaluate and their awareness of the broader implications of inclusivity in sports.



Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

In-season portfolio: Directions: For this assignment, you will maintain accurate records of key performance metrics, including weight, strength, conditioning, and speed. Your portfolio must include all pre-, mid-, and post-cycle testing for height, weight, vertical jump, Olympic lifts, 40-yard dash time, and pro-shuttle time. Additionally, you will track weekly data on your training, recovery, and performance to monitor in-season progress. Your portfolio should also reflect your commitment to a diverse and inclusive team culture, as well as a dietary log that includes all supplementation. This assignment will be collected at mid-term and again at the end of the season.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

You will write a 1-page reflection that explores how your personal identity has shaped your experiences in sports and analyze the role of inclusivity in athletic performance. You'll begin by reflecting on how aspects of your identity, such as culture, gender, or background, have influenced your approach to teamwork and competition. Then, you will discuss how inclusivity, or its absence, can impact performance, drawing from your own experiences or broader sports examples. Lastly, you will evaluate a recent game or practice, identifying your strengths and areas for improvement, and consider how your self-awareness contributes to being an inclusive teammate. You will be graded on your ability to reflect on personal experiences and demonstrate an understanding of inclusivity's broader implications in sports.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

During the in-season class focused on specific beach volleyball skills such as serving, passing, and arm control, you will participate in drills where you practice techniques in small groups. After each round, you will provide constructive feedback to your peers using a checklist that highlights key elements like footwork, ball control, and adjustments. The instructor will move between groups, offering additional feedback and assessing your progress. At the end of the session, you will write a brief reflection on what you improved and set goals for continued development. This assessment will be graded based on active participation, demonstrated improvement, the quality of peer feedback, and the thoughtfulness of your self-reflection.



Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

For this assignment, you will read *The Pressure Principle: Handle Stress, Harness Energy, and Perform When It Counts* by Dr. Dave Alred. As you read, take notes on key strategies related to managing stress, performing under pressure, and maintaining focus during competition. After completing the book, write a 2-3 page reflection discussing how its insights can be applied to your in-season training for beach volleyball. Focus on how you can implement these strategies to improve both your physical performance and mental approach during matches. Your reflection will be graded on your understanding of the book's concepts, your ability to apply these insights to your own training, and the clarity and organization of your writing.

Course Materials**Textbooks**

USA Beach Volleyball (2023-2025) Rule Book ISBN: 978-0-9914950-7-8

Open Educational Resources

<https://www.betteratbeach.com/>

Class Size Information**Class Size**

32

Class Size Category

F - Individualized, skills#based instruction/field practice 30

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.

PEIC 150 allows student athletes to break through structural barriers for female athletes across different communities, especially communities of color. PEIC 150 provides students an opportunity to continue their athletic career and education at a four-year institution. PEIC 150 is offered to break systemic barrier encountered by People of Color such as: access to quality instruction/coaching, access to equipment or fitness instruction, access to time or resources necessary for sport specific training instruction.

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

The assignments are designed so that they can be taught to students with different learning styles and preferences. Students will be in a team environment with a diverse group of students. They will learn how to use their diverse strengths and interests to excel, ensuring equal opportunities for success. The instruction will be clear and accessible to promote diverse learning. Instructors will provide direction that accommodates different cultures, backgrounds, and abilities. The evaluation will be fair and unbiased. Assessment criteria will be designed to acknowledge and appreciate diverse skill level and ability.

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

Students will participate in small-group lifting drills and skill-building sessions that focus on essential beach volleyball strength and skills such as passing, serving, and footwork. Each session will include peer feedback, where students assess each other's progress on a checklist of core skills, reinforcing teamwork and inclusive communication practices that accommodate various skill levels.

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

Instructor-to-student interaction will include personalized feedback sessions, where the instructor reviews each student's long-term training plan and provides guidance based on progress. Video analysis will be used to examine both weight lifting technique and maximums and skill execution and areas for improvement, with methods tailored to diverse learning preferences

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

Student to content interaction will be incorporated by live game play and skill assessment.

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

Student to self-interaction will be incorporated by personal goal setting, video analysis, and self-reflection journals.

Key: 2592