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# PEIC-150A: PRE-SEASON ATHLETICS: BEACH VOLLEYBALL (WOMEN)

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**Effective Term**

Fall 2025

**BOT Approval Date**

01/16/2025

**Discipline**

PEIC - Physical Ed/Intercollegiate

**Course Number**

150A

**Course Title**

Pre-Season Athletics: Beach Volleyball (Women)

**Short Title**

Pre-Season Beach Volleyball

**Credit Status (CB 04)**

D - Credit - Degree applicable

**Units**

**Lab Units**

1.00

to

3.00

**Total Units**

1.00 - 3.00

**Variable Hours**

**Lab Contact Hours Variable**

48 - 162

**Out of Class Hours Lab Variable**

0 - 0

**Total Student Learning Hours Variable**

48 - 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 designed for pre-season beach volleyball conditioning for intercollegiate athletes, including cardiovascular conditioning, drill techniques, and game play in preparation for Intercollegiate competition. Students who repeat this course will improve beach volleyball skills and fitness through further instruction and practice.



### Attach Supporting Documents

PEIC-150A\_ Pre-Season Athletics\_ Beach Volleyball ( Women).pdf

## 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

13.1314 - Physical Education Teaching and Coaching.

### Repeatability Code

Yes

### Number of times course can be repeated

4

### Reason for Repeatable

Intercollegiate athletics

### Grading Option

Letter grade OR P/NP

## Learning Objectives

### Learning Objectives

#### Learning Objective

1. Demonstrate athletic fundamentals necessary for beach volleyball competition
2. Exhibit rules, strategies, and techniques for athletic competition in beach volleyball
3. Appraise the principles and strategies to fit game situations.
4. Identify and perform activities for improved flexibility and agility.
5. Examine basic cardiovascular and resistance techniques to improve aerobic and anaerobic fitness.
6. Relate footwork patterns to specific athletic techniques required for beach volleyball.
7. Produce athletic movements and techniques that are necessary to successfully compete in intercollegiate athletics in beach volleyball.
8. Combine increased conditioning levels with beach volleyball specific knowledge, techniques, and strategy necessary to compete at an intercollegiate level.
9. Enhance participants' physical conditioning, technical skills, and strategic understanding of beach volleyball while fostering a culture of inclusion, accessibility, equity, and diversity to compete effectively and collaboratively in intercollegiate competitions.

## Learning Outcome Information

### Course Learning Outcomes

#### Learning Outcome

1. The student will practice athletic fundamentals necessary for beach volleyball competition.
2. The student will improve physical conditioning and build an understanding of the value of physical fitness for athletic competition as well as for lifelong health and wellness.

3. The student will exhibit proper beach volleyball techniques and demonstrate knowledge of strategies necessary for athletic competition.
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.

## Program Learning Outcomes

### Learning Outcome

Demonstrate proficiency, knowledge, skills and abilities to compete in various individual and team sports as an athlete, official, or a coach.

Design and perform a safe and appropriate exercise program to increase and measure the five components of fitness (cardiovascular endurance, muscle strength, muscle endurance, flexibility, body composition) for diverse populations.

## Institutional Learning Outcomes

**Aesthetic Awareness:** The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

**Communication:** The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

**Civic**

**Personal**

**and Professional Responsibility**

## Content

### Course Lab Content

#### 1. Introduction

- a. Overview of the importance of pre-season conditioning for injury prevention and performance enhancement
- b. Setting personal goals for conditioning 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. CCCAA Eligibility
  - i. Discuss requirements for continued participation and eligibility
  - ii. Impact of fitness and conditioning on maintaining eligibility
- d. Team Rules
  - i. Expectations for pre-season commitment to conditioning
- e. Communication
  - i. Importance of communication between coaches and athletes regarding fitness goals, injury concerns, and progress
- f. Coaching Philosophy
  - i. Emphasizing a holistic and inclusive approach to pre-season conditioning

#### 3. Safety

- a. Guidelines for safe conditioning practices, especially in pre-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 conditioning exercises
- c. Conditioning- Strengthening and endurance-building exercises tailored for volleyball
- d. Speed- Speed and reaction drills to improve quickness on the sand

#### 5. Conditioning Drills

- a. Beach Volleyball Drills and Strategies
  - i. Incorporating drills that combine skill work with conditioning focus (e.g., footwork, stamina, and agility)
- b. Cardiovascular Training
  - i. Developing endurance through running, swimming, or other cardio activities
- c. Ensuring athletes of all abilities can participate effectively
  - i. Adaptations and modifications for athletes with different physical abilities
  - ii. Inclusive drills that accommodate varying fitness levels

#### 6. Fitness Development

- a. Speed Development
- b. Agility and Vertical Jump
  - i. Drills to improve vertical jump height and agility for in-game situation
- c. Accessible Content for All Abilities
  - i. Providing Alternatives for Those Who May Require Modifications
    - 1. Offering modified conditioning drills for athletes with different physical abilities
    - 2. Ensuring all athletes can meaningfully participate in pre-season conditioning

## Methods of Instruction

### Method

Observation and Demonstration

### Integration

Observation and demonstration will be used for group demonstration and application of communication techniques necessary for practice and competition in beach volleyball. Students will observe demonstrations of skills and drills by the coach or advanced athletes to illustrate proper technique. Students will use peer observation to provide constructive feedback to each other during practice, fostering collaboration, inclusion and learning.

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### 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.

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### Method

Activity

### Integration

Combine skill development, and strategic game play to prepare athletes for intercollegiate beach volleyball competition. This holistic approach ensures that 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.

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### 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 designing a pre-season plan.

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## Methods of Evaluation

### Method

Class Performance

### Integration

Class performance will be evaluated daily to assess player skill development and/or learn use of beach volleyball tactics and strategies. A combination of assessments, such as skill drills and fitness evaluations throughout the course, alongside summative assessments like a final scrimmage or competition that reflects overall progress. Students will be evaluated on their performance, highlighting areas of strength and opportunity.



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**Method**

Final Performance

**Integration**

Final performance will be evaluated for speed, and mile endurance run. Students will establish baseline lifts and run times at the beginning of the semester and will be evaluated during the final weeks of the class through on their progress. Structured testing will be conducted for sprint speed, and mile run endurance.

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**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.

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**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.

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**Assignments****Assignment Type**

Writing

**In-class and/or outside of class**

In-class

Outside of class

**Formative or Summative**

Summative

**Assignment**

Pre-Season Portfolio:

Use practice and game film to create portfolios that showcase commitment to a diverse culture, technical skills and improvements over time. Students will be evaluated on their ability to set measurable goals and provide evidence of progress.

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**Assignment Type**

Reading

**In-class and/or outside of class**

Outside of class

**Formative or Summative**

Summative



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### Assignment

Read and take notes on *The Five Dysfunctions of a Team* by Patrick Lencioni to analyze how teamwork principles can be applied to a 2-person beach volleyball team. You will write a 2-3 page APA formatted paper briefly applying each dysfunction to a beach volleyball partnership and discuss how to address it using the book's recommendations. Finally, reflect on a time when one of these dysfunctions affected your team and explain how you would apply the lessons to improve teamwork.

You will be graded on your understanding of key teamwork concepts, how well they apply these concepts to beach volleyball, the depth of their reflection and proposed solutions for improving teamwork, and the overall clarity and organization of your responses.

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### 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.

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### Assignment Type

Writing

### In-class and/or outside of class

In-class

### Formative or Summative

Formative

### Assignment

In this class, you will focus on specific volleyball skills, like serving or passing, by practicing techniques in small groups. After each round, you will provide constructive feedback to your peers using a checklist that highlights key elements such as footwork, arm positioning, and ball control. Your instructor will move between groups to give you additional feedback and assess your progress. At the end of the session, you will write a brief reflection about what you improved and set goals for further practice. Your grade will be based on your active participation, how much you improve, the quality of your peer feedback, and the thoughtfulness of your self-reflection.

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## Course Materials

### Textbooks

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

### Other Resources

Minimum Qualification

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## Class Size Information

### Class Size

32

### Class Size Category

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

## Diversity and Inclusion

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

PEIC 150A allows student athletes to break through structural barriers for female athletes across different communities, especially communities of color. PEIC 150A provides students an opportunity to continue their athletic career and education at a four-year institution. PEIC 150A 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 that 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.

The students will engage in partner drills focused on essential beach volleyball skills such as setting, passing, and footwork. Each session will involve peer feedback, where students assess each other's performance against a checklist of technical skills. This reinforces teamwork and builds understanding of inclusive feedback practices, helping them adjust to various skill levels within their team.

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

Instructor-to-student interaction will involve tailored skill demonstrations and positional training relevant to beach volleyball, with the instructor providing individualized feedback. Through video analysis, the instructor will guide students in reviewing their own and peers' gameplay to highlight areas for improvement. This approach incorporates diverse learning methods (visual, kinesthetic, etc.) to support an inclusive learning environment.

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

Students will interact with course content through structured game simulations and scenario-based skill assessments specific to beach volleyball. For example, they will participate in 'real-time game scenarios' where they must apply rules, strategies, and techniques to adapt to changing situations on the sand. This interaction also includes accessible adaptations for players at varied physical levels, ensuring that all students can meaningfully engage.

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

Students will engage in metacognitive activities such as setting personalized fitness and skill goals, documenting progress through video analysis, and maintaining a self-reflection journal. In the journal, they will examine their growth in areas like communication, inclusivity, and resilience. These reflections will challenge them to connect their personal experiences and identities to their roles as inclusive teammates, thereby deepening self-awareness and understanding of accessibility in athletic settings

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