

Cerro Coso College  
**Course Outline of Record Report**  
10/18/2021

## PHEDC115 : Volleyball I

### General Information

Author:	-
Course Code (CB01) :	PHEDC115
Course Title (CB02) :	Volleyball I
Department:	Physical Education
Proposal Start:	Fall 2013
TOP Code (CB03) :	(0835.00) Physical Education
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000109798
Curriculum Committee Approval Date:	02/07/2014
Board of Trustees Approval Date:	03/06/2014
External Review Approval Date:	07/15/2014
Course Description:	This is a beginning course designed to introduce the fundamental skills of beginning volleyball which consist of serving, passing, setting, offensive and defensive strategies.
Submission Type:	New Course
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>Physical Education</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>Physical Education</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

<b>Basic Skills Status (CB08)</b> Course is not a basic skills course.	<b>Course Special Class Status (CB13)</b> Course is not a special class.	<b>Grade Options</b> <ul style="list-style-type: none"><li>Letter Grade Methods</li><li>Pass/No Pass</li></ul>
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Allowed Number of Retakes</b> 0	<b>Course Prior To College Level (CB21)</b> Not applicable.
<b>Rationale For Credit By Exam/Challenge</b>	<b>Retake Policy Description</b>	<input checked="" type="checkbox"/> Allow Students To Audit Course

No value

Type:|Non-Repeatable Credit

**Course Support Course Status (CB26)**

No value

### Associated Programs

Course is part of a program (CB24)

**Associated Program**

**Award Type**

**Active**

CC Kinesiology for Transfer

A.A. Degree for Transfer

Spring 2018 to Fall 2018

### Transferability & Gen. Ed. Options

**Course General Education Status (CB25)**

No value

**Transferability**

Transferable to both UC and CSU

**Transferability Status**

Approved

**Cerro Coso General Education Requirements**

**Categories**

**Status**

**Approval Date**

**Comparable Course**

Area 7.2

Health & Wellness Activity

Approved

No value

No Comparable Course defined.

**CSU General Education Certification**

**Categories**

**Status**

**Approval Date**

**Comparable Course**

Area E.2

Lifelong Learning & Self-Development Activity

Approved

No value

No Comparable Course defined.

### Units and Hours:

#### Summary

**Minimum Credit Units (CB07)** 1

**Maximum Credit Units (CB06)** 1

**Total Course In-Class (Contact) Hours** 54

**Total Course Out-of-Class Hours** 0

**Total Student Learning Hours** 54

**Faculty Load** 0

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	0	0
Activity Hours	3	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	0
Laboratory	0
Activity	0
<b>Total</b>	54

**Course Out-of-Class Hours**

Lecture	0
Laboratory	0
Activity	0
<b>Total</b>	0

### Time Commitment Notes for Students

No value

### Faculty Load

**Extra Duties:** 0

**Faculty Load:** 0

### Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

## Entrance Skills

Entrance Skills

Description

No value

No value

## Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

## Specifications

Methods of Instruction

Methods of Instruction

Skills Development and Performance

Rationale

No value

Methods of Instruction

Performance

Rationale

No value

Methods of Instruction

Problem Solving

Rationale

No value

Methods of Instruction

Lecture

Rationale

No value

Methods of Instruction

Peer analysis, critique & feedback

Rationale

No value

<b>Methods of Instruction</b>	Group Work			
<b>Rationale</b>	No value			
<b>Methods of Instruction</b>	Instruction through examination or quizzing			
<b>Rationale</b>	No value			
<b>Methods of Instruction</b>	Demonstration			
<b>Rationale</b>	No value			
<b>Methods of Instruction</b>	Discussion			
<b>Rationale</b>	No value			
<b>Assignments</b>				
<b>Non-applicable to physical education courses.</b>				
<b>Methods of Evaluation</b>	<b>Rationale</b>			
Other	Performance evaluation: Students will be evaluated individually for their level of skill in each of the major areas presented in this course. For example, individuals will be asked to execute twenty (20) serves. Additional evaluations will occur in team related drills. These skill examinations will be scored by a rubric designed to examine technique and success in the performance of the skill.			
Tests	Mid-semester volleyball rules and regulations examination: Students will be tested on the basic rules and situational application of same. Multiple-choice examination may be used.			
Final Exam	Final Examination: Students will be assessed and scored by an end of the semester examination. This examination may take the form of any combination of multiple choice, matching or true/false questions related to beginning volleyball skills and strategy.			
<b>Equipment</b>				
No Value				
<b>Textbooks</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
	National Collegiate Athletic Association. (2014) Volleyball Rules, 2014-15, National Collegiate Athletic Association			
<b>Other Instructional Materials</b>				
No Value				

## Materials Fee

No

## Learning Outcomes and Objectives

### Course Objectives

No value

### CSLOs

Demonstrate basic volleyball skills and strategies.	Expected SLO Performance: 70.0
Demonstrate proper mechanics of good volleyball skill production and apply in a game situation.	Expected SLO Performance: 70.0
Employ the basic rules, terminology, and etiquette of volleyball in game situations.	Expected SLO Performance: 70.0

## Outline

### Course Outline

No value

### Lab Outline

The following are examples only. Instructional methods may include; but are not limited to:

Demonstration and discussion of basic volleyball skills. Example: demonstration of correct body positioning in preparation for the receipt of the volleyball that has been served.

Instruction through examination or quizzing. Example: students are expected to identify volleyball rules and interpret their application. Multiple choice; in class; quizzes may be used. Quizzes are reviewed during class sessions.

Lecture component. Example: topics include team strategies; court awareness; and team formations.

Peer analysis: Example: student does a verbal analysis of a classmate's "bumping" technique under the supervision of the instructor for the course.

#### A. Basic information

1. History of the game
2. Game terminology
3. Game equipment and clothing
4. Safety

#### B. Knowledge of the game

1. Rules and regulations
2. Scoring
3. Court strategies
4. Court etiquette and procedures

#### C. Individual skills

1. Forearm Pass
2. Overhead Set
3. Serving

- 4. Spiking techniques
- 5. Dinking techniques
- 6. Individual and tandem blocking
- D. Team formations
  - 1. Serving formations
  - 2. Offense: 6-6; 4-2; hitter coverage.
  - 3. Defense: 3-deep defense
  - 4. Free ball: Transition from defense to offense and vice versa.
- E. In-game adjustments
  - 1. Comprehension of basic team strategy and application to a game situation.
  - 2. Movement and team alignments in game situations.

## Delivery Methods and Distance Education

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face true

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

No Value

**Effective Student-Instructor Contact:** Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

No Value

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value