

PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

COLLEGE:	Laney College	STATE APPROVAL DATE:	06/26/2016
ORIGINATOR:	Elizabeth Flynn	STATE CONTROL NUMBER:	CCC000574607
		BOARD OF TRUSTEES APPROVAL DATE:	06/14/2016
		CURRICULUM COMMITTEE APPROVAL DATE:	04/01/2016
		CURRENT EFFECTIVE DATE:	01/23/2017

DIVISION/DEPARTMENT: Laney College

1. REQUESTED CREDIT CLASSIFICATION:

Credit - Degree Applicable
Course is not a basic skills course.
Stand-alone

2. DEPT/COURSE NO:

ATHL 054

3. COURSE TITLE:

Water Polo Theory

4. COURSE: Laney New Course

TOP NO. 0835.50

5. UNITS: 2.00

HRS/WK LEC: 1.00 Total: 17.50

HRS/WK LAB: 3.00 Total: 52.50

HRS/WK TBA:

6. NO. OF TIMES OFFERED AS SELETED TOPIC: AVERAGE ENROLLMENT:

7. JUSTIFICATION FOR COURSE:

This course is meant to promote understanding of the theoretical aspects of the game for athletes already involved in the sport.

8. COURSE/CATALOG DESCRIPTION

Fundamentals of intercollegiate competition: Practice, theory, rules and water polo skills.

9. OTHER CATALOG INFORMATION

a. Modular: No If yes, how many modules:

b. Open entry/open exit: No

c. Grading Policy: Both Letter Grade or Pass/No Pass

d. Eligible for credit by Exam: No

e. Repeatable according to state guidelines: Yes

f. Required for degree/certificate (specify):

Existing

g. Meets GE/Transfer requirements (specify):

Meets G/E transfer requirements for UC and CSU.

h. C-ID Number: Expiration Date:

i. Are there prerequisites/corequisites/recommended preparation for this course? Yes

Date of last prereq/coreq validation: 04/01/2016

10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry

Worksheet.)

Students will be able to:

1. increase fundamental water polo skills such as passing, shooting, defensive and offensive positioning and aquatic movement.
2. name the positions of the umbrella offense.
3. discuss the advantages and disadvantages of offensive formations.
4. explain the counter attack and generalize offensive and defensive strategies of the counter attack.
5. maintain record of a water polo game including ejections, goals, and time.
6. referee a water polo game with appropriate whistles and hand signals

11A. COURSE CONTENT: List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

LECTURE CONTENT:

1. Water Polo offensive strategies 35%
 - a. umbrella offense 10%
 - b. open umbrella 10%
 - c. specialty plays 5%
 - d. man up situations 5%
 - e. counter attack 5%
2. Water Polo defensive strategies 35%
 - a. press defense 10%
 - b. drop defense 10%
 - c. man down situations 5%
 - d. specialty defenses 5%
 - e. counter attack 5%
3. NCAA Water Polo Rules and Regulations 30%
 - a. Rules 1-7 Field of play and equipment 3%
 - b. Rules 8-15 Secretary and Timekeepers 3%
 - c. Rules 16-19 Throws 6%
 - d. Rules 20-25 Fouls 12%
 - e. Appendix B Hand signals by officials 6%

11B. LAB CONTENT:

1. Water Polo Ball Handling Skills and Techniques: 30%

- a. Offensive skills: passing, shooting, turning, driving 15%
 - b. Defensive skills: stealing, blocking, guarding, 15%
2. Water Polo offensive strategies 30%
 - a. umbrella offense 7%
 - b. open umbrella 8%
 - c. specialty plays 5%
 - d. man up situations 5%
 - e. counter attack 5%
 3. Water Polo defensive strategies 30%
 - a. press defense 7%
 - b. drop defense 8%
 - c. man down situations 5%
 - d. specialty defenses 5%
 - e. counter attack 5%
 4. Officiating 10%

12. METHODS OF INSTRUCTION (List methods used to present course content.)

1. Lab
2. Lecture
3. Activity
4. Distance Education

13. ASSIGNMENTS: 5.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments:

1. Read the NCAA water polo rulebook.
2. Find a water polo game online you want to watch. Maintain record of a quarter of a water polo video of your choosing as an official secretary would.
4. Write an essay describing the two main offensive 6 on 5 formations, the corresponding defensive formations, and the advantages and disadvantage of both.
5. Find a drill online that we have never done in lab. Teach the drill to the class including a handout describing the purpose and execution of the drill.

ASSIGNMENTS ARE: (See definition of college level):
Primarily College Level

14. STUDENT ASSESSMENT: (Grades are based on):

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

SKILL DEMONSTRATION
MULTIPLE CHOICE

15. TEXTS, READINGS, AND MATERIALS

A. Textbooks:

The National College Athletic Association. 2014. *NCAA Water Polo Rules and Interpretations* 2014-2015. NCAA Publishing,

Online content including handouts, web links, and informational videos.

*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? No

Are nonprint materials adequate? No

Are electronic/online resources available? Yes

Are services adequate? Yes

Specific materials and/or services needed have been identified and discussed. Librarian comments:

C. Readings listed in A and B above are: (See definition of college level):

Primarily college level

16. DESIGNATE OCCUPATIONAL CODE:

E - Non-Occupational

17. LEVEL BELOW TRANSFER:

Y = Not Applicable

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued."

Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

1a. Prerequisites/Corequisites/Recommended Preparation:

RECOMMENDED PREPARATION:

To be able to swim 2 laps non stop and tread water for 1 minute. The lab portion is a high intensity activity requiring students to be able to sustain their head above water and not have the use of the pool walls.

Subject course and pre/corequisite is: Sequential

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