

Cerro Coso College  
**Course Outline of Record Report**  
 07/21/2021

## KINSC123 : Softball

### General Information

Author:	<ul style="list-style-type: none"> <li>• Kimberlee Kelly</li> <li>• King, Sarah</li> <li>• Scott, Justus</li> </ul>
Course Code (CB01) :	KINSC123
Course Title (CB02) :	Softball
Department:	Physical Education
Proposal Start:	Spring 2022
TOP Code (CB03) :	(0835.00) Physical Education
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000349551
Curriculum Committee Approval Date:	05/07/2021
Board of Trustees Approval Date:	07/08/2021
External Review Approval Date:	07/08/2021
Course Description:	This course is designed to introduce softball skills, emphasizing strategies and fundamental skills of offensive and defensive play including batting, bunting, fielding, and throwing. Students participate in practice drills as well as softball game settings.
Submission Type:	Improvement to Program of Study  Changed to KINS, Added master discipline , cleaned up language, removed MI's, added rationals to ME, added ME , revisions to SLO's, cleaned up text information, cleaned up outline, added delivery information, Last Review sp 2016 No changes made, next review sp 21
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> <li>• Kinesiology</li> <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

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> <li>• Letter Grade Methods</li> </ul>

<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Allowed Number of Retakes</b> 0	<ul style="list-style-type: none"> <li>• Pass/No Pass</li> </ul> <b>Course Prior To College Level (CB21)</b> Not applicable.
<b>Rationale For Credit By Exam/Challenge</b> No value	<b>Retake Policy Description</b> Type: Non-Repeatable Credit	<input checked="" type="checkbox"/> Allow Students To Audit Course
<b>Course Support Course Status (CB26)</b> Course is not a support course		

Associated Programs		
<input checked="" type="checkbox"/> 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				
<b>Course General Education Status (CB25)</b> Y				
<b>Transferability</b> Transferable to both UC and CSU		<b>Transferability Status</b> 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	
<b>Summary</b>	
<b>Minimum Credit Units (CB07)</b>	1

<b>Total Course In-Class (Contact) Hours</b>	54	<b>Total Student Learning Hours</b>	54
<b>Maximum Credit Units (CB06)</b>	1	<b>Total Course Out-of-Class Hours</b>	-
		<b>Faculty Load</b>	-

**Credit / Non-Credit Options**

<b>Course Credit Status (CB04)</b>	<b>Course Non Credit Category (CB22)</b>	<b>Non-Credit Characteristic</b>
Credit - Degree Applicable	Credit Course.	No Value

<b>Course Classification Status (CB11)</b>	<b>Funding Agency Category (CB23)</b>	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)
Credit Course.	Not Applicable.	
<input type="checkbox"/> Variable Credit Course		

**Weekly Student Hours**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	-	-
Laboratory Hours	-	-
Activity Hours	3	-

**Course Student Hours**

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

**Time Commitment Notes for Students**

No value

**Faculty Load**

**Extra Duties:** - **Faculty Load:** -

**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	As skills are developed, they are performed by students, reinforcing movement patterns and game skill.
Methods of Instruction	Lecture
Rationale	Safety, rules of play, and appropriate technique are all part of the class lecture, which is used to share ideas and content to enhance student reading and help them further explore topics.
Methods of Instruction	Demonstration
Rationale	Demonstrations of game skills provide visual reinforcement of lecture ideas and fitness moves.
Assignments	No Value
Methods of Evaluation	Rationale
Participation	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 the fielding of a ball hit in the air. This skill examination will be scored by a rubric designed to examine body

mechanics involved in the actual skill. The rubric includes assessment of the student's initial movements to the ball, arm/hand position, and success in catching the ball.

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 softball techniques and strategy

Tests

Mid-semester rules and etiquette examination: Students will be tested on the basic rules and situational application of those rules. Multiple-choice examination may be used.

### Equipment

No Value

### Textbooks

Author	Title	Publisher	Date	ISBN
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	Neron, Rick. (2018) Softball Fundamentals, 10th Human Kinetics			
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### Other Instructional Materials

No Value

### Materials Fee

No

## Learning Outcomes and Objectives

### Course Objectives

No value

### CSLOs

Employ the rules and regulations governing softball.	Expected SLO Performance: 70.0
Identify and execute beginning level softball skills, tactics, and strategies.	Expected SLO Performance: 70.0
Employ beginning softball skills in game situations.	Expected SLO Performance: 70.0
Articulate a beginning level knowledge of softball terminology and game strategies.	Expected SLO Performance: 70.0

## Outline

## Course Outline

### A. Introduction

1. What is Softball?
2. How is it played?
3. Safety precautions
4. Equipment needs
5. Softball diamond and defensive stations

### B. Skills essential for everyone

1. Offensive Skills
  - a. Batting- grip; stance; balance; stride; swing
  - b. Bunting- grip; stance foot placement; hand positioning; sacrifices; drag
2. Defensive skills
  - a. Fielding- body stance; waiting position; foot placement; glove positioning; glove positioning for ground balls; fly-balls
  - b. Throwing- gripping ball; body balance; arm action; wrist action; leg movement; follow through; overhand; sidearm; under-hand.
  - c. Skills by position

### C. Basic tactics and strategies

1. Rules of the game
2. Unwritten rules of the game
3. Game situations and competition

## Delivery Methods

**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 to face

**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? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

No Value

**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 -Message -Other Contact -Chat/Instant Messaging -E-mail - Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Telephone

**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.

- Learning management system

**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.

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**Emergency Distance Education Options** The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- None. This course will be cancelled or paused if it cannot be held fully onsite.