

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

PHEDC123 : Softball I

General Information

Author:	-
Course Code (CB01) :	PHEDC123
Course Title (CB02) :	Softball I
Department:	Physical Education
Proposal Start:	Fall 2013
TOP Code (CB03) :	(0835.00) Physical Education
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000349551
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 level course designed to introduce basic softball skills. The class emphasizes 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:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Physical Education
Alternate Master Discipline Preferred:	• Physical Education
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

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

Type:|Non-Repeatable Credit

☐ Allow Students to Audit Course

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

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

Course Out-of-Class Hours

Lecture	0
Laboratory	0
Activity	0
Total	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

Lecture

Rationale

No value

Methods of Instruction

Performance

Rationale

No value

Methods of Instruction

Problem Solving

Rationale

No value

Methods of Instruction

Instruction through examination or quizzing

Rationale

No value

Methods of Instruction	Group Work			
Rationale	No value			
Methods of Instruction	Discussion			
Rationale	No value			
Methods of Instruction	Demonstration			
Rationale	No value			
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 would include the rating of the student's initial movements to the ball, arm/hand position as well as success in actually 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
	Neron, Rick. (2013) Softball Fundamentals, 8th, Human Kinetics			
Other Instructional Materials				
No Value				
Materials Fee				
No				

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Demonstrate an understanding of the rules and regulations governing softball.	Expected SLO Performance: 70.0
Demonstrate beginning level softball skills, tactics and strategies.	Expected SLO Performance: 70.0
Apply beginning softball skills in game situations.	Expected SLO Performance: 70.0
Demonstrate a beginning level knowledge of softball terminology and game strategies.	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 softball skills. Example: demonstration of the correct sequence of body movements that one should use to field an infield ground ball that has been hit to your left.

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

Lecture component. Example: topics include team strategies and positioning of fielders.

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 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

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)

No Value

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.

itv
LMS
publisher

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