



PEIC-144: INTERCOLLEGIATE SPORTS: BASEBALL (MEN)

Effective Term

Fall 2026

BOT Approval Date

01/15/2026

Discipline

PEIC - Physical Ed/Intercollegiate

Course Number

144

Course Title

Intercollegiate Sports: Baseball (Men)

Short Title

Intcol Spts: Baseball (Men)

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lab Units**

3.00

Total Units

3.00

Hours**Lab Contact Hours**

144-162

Out of Class Hours Lab

0.00

Total Contact Hours

144 - 162

Total Out of Class Hours

0 - 0

Total Student Learning Hours

144 - 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 for students who have had significant training in baseball and want to pursue their college and athletic careers through competition with other community colleges. The focus is on intercollegiate competition, rigorously intense preparation in



fitness, and the development and refinement of baseball skills and techniques. Students will participate in college sponsored athletic competitions throughout this course.

Requisites

Other Enrollment Criteria

Other Enrollment Criteria

Students must be healthy enough to pass a physician's examination. Students must interview with the instructor in order to gain consent to add the class.

Codes

TOP Code (CB 03)

0835.50 - Intercollegiate Athletics

CIP Code

31.0501 - Health and Physical Education/Fitness, General.

Repeatability Code

Yes

Number of times course can be repeated

4

Reason for Repeatable

Intercollegiate athletics

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Coaching	End

Learning Objectives

Learning Objectives

Learning Objective

1. Consider individual and team goals when making decisions during practice and game time.
2. Apply baseball rules and regulations during game time.
3. Construct a sound baseball daily practice plan (warm-up, stretching, throwing and batting practice).
4. Evaluate one's own offensive and defensive strategies.
5. Prepare and set up field for game and practice conditions.
6. Create a sound physical conditioning, diet and exercise plan, including aerobic and anaerobic programs.
7. Organize and show a plan to improve performance (hitting, pitching, catching, in-field).
8. Explain and integrate an effective defensive philosophy.
9. Apply diversity, equity, and inclusion (DEI) principles by engaging respectfully and collaboratively with teammates and opponents from varied cultural, social, and athletic backgrounds.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will analyze game strategies and team conduct, demonstrating understanding of official rules and effective decision-making in competitive play

2. Students will demonstrate proficiency in fundamental baseball skills (pitch, hit, fielding, baserunning) through practice and measurable improvement.
3. Students will critique video recordings of practices and games to identify strengths, weaknesses, and areas for skill development.
4. Students will relate intercollegiate baseball practices and standards to recreational, secondary school, and professional play.
5. Students will apply skills and techniques by competing in games, and modified baseball formats (scrimmage and simulations).
6. Students will create a nutritional plan tailored to the needs of highly competitive athletes to enhance performance and recovery.
7. Students will examine and implement proper hydration strategies during workouts, competitions, and daily routines to maintain optimal performance and health.
8. Students will demonstrate awareness and respect for diversity and inclusion by engaging collaboratively with teammates and opponents from varied cultural, social, and athletic backgrounds.

Content

Course Lab Content

The lab content includes practice, demonstration and satisfactory performance of course learning objectives. This is an intercollegiate athletic class, which requires competitive play, and advanced individual and group drills and discussions.

1. Skill Development
 - a. The Five Tools of Baseball
 - i. Hitting for Average
 1. Soft toss and tee work for hand-eye coordination
 2. Batting practice focusing on different pitch locations
 3. Two-strike hitting drills to improve plate discipline.
 - ii. Hitting for Power
 1. Weighted bat training for strength
 2. Core and lower-body strength workouts (squats, deadlifts, rotational exercises).
 3. Bat speed and launch angle practice.
 - iii. Fielding
 1. Short-hop and glove-work drills.
 2. Reaction drills (coach hits balls from short distance).
 3. Situational fielding (turning double plays, charging bunts).
 - iv. Throwing
 1. Long toss progression to build arm strength.
 2. Quick-release drills for infielders.
 3. Pitchers: Bullpen sessions focusing on mechanics and control.
 - v. Base Running
 - vi. Sprint intervals and agility ladders for acceleration.
 - vii. Reading pitcher moves and improving jumps for stealing bases.
 - viii. Sliding technique and rounding bases efficiently.
 2. Position Development
 - a. Pitcher
 - b. Catcher
 - c. Corner Infielder
 - d. Middle Infielder
 - e. Outfielder
 - f. Designated Hitter
 - g. Utility
 3. Situations and Strategies of Offense and Defense
 - a. Bases Loaded
 - b. Runners on 1st, 2nd, and 3rd
 - c. Any hit or walk usually scores a run.
 - d. Runner on 1st and 3rd
 - e. Sacrifice Situations
 - f. Hit-and-Run
 - g. Short Game
 - h. Two-Out Rally

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- i. Runner on 1st (or 1st and 2nd) with fewer than two outs.
 - j. Infield In
 - k. Outfield Shifts
 - l. Cutoffs and Relays
 - m. Pickoff Attempt
 - n. Pitch Count / Bullpen Management
 - o. Intentional Walk
 - p. Bunt Defense
 - q. Late-Inning Situations
 - 4. Physical Conditioning
 - a. Aerobic Endurance (Game Stamina)
 - i. Interval Sprint Training
 - ii. Continuous Cone Runs
 - iii. Base Running
 - iv. High Repetition Fielding
 - b. Anaerobic Conditioning
 - i. Shuttle Sprints
 - ii. Agility & Change of Direction
 - iii. T Drill
 - iv. Ladder Drills
 - c. Strength & Power
 - i. Bodyweight Circuits
 - ii. Resistance Band Sprints
 - 5. Baseball-Specific Conditioning
 - a. Live Baserunning Drills
 - b. Live Defensive Ball Drills
 - c. Weighted Bat Drills
 - d. Sliding and Diving
 - 6. Player Statistics and Scorekeeping
 - a. Batting Average
 - b. On-Base Percentage
 - c. Slugging Percentage
 - d. Runs
 - e. Hits
 - f. Single, Double, Triple, Homerun
 - g. Runs Batted In
 - h. Walk
 - i. Strikeout
 - j. Hit By Pitch
 - k. Sacrifice Bunt and Fly
 - l. Total Bases
 - m. Earned Run Average
 - n. Save
 - o. Strikeout to Walk Ratio
 - p. Fielding Percentage
 - q. Error
 - r. Assist
 - s. Putout
 - t. Stolen Base
 - u. Caught Stealing
 - 7. Team Member Responsibilities
 - a. Maintain Full-Time Enrollment with a 2.0 GPA
 - b. Pass a Doctor Physical Examination
 - c. Follow Injury Prevention and Treatment Recommendations
 - d. Follow Team Philosophy and Strategies

- e. Set and Achieve Personal Goals
- f. Complete Recurrent Skill Measurements
- g. Practice Special Situations to Prepare for Specific Opponents
- h. Follow Health and Nutritional Guidelines
 - i. Develop Interpersonal Relationships and Team Unity
 - j. Improve Communication Skills
- k. Follow Game Day Protocols
- l. Follow Guidelines for Team Travel
- m. Play with Game Etiquette and Sportsmanship
- n. Follow Conference rules, regulations and player conduct
- 8. Diversity and Global Awareness
 - a. Baseball as a Global Language
 - i. How baseball connects people across different cultures, languages, and countries.
 - ii. The role of the World Baseball Classic in promoting unity and shared passion worldwide
 - b. Inclusion and Belonging on the Field
 - i. Embracing players of all backgrounds, genders, abilities, and experiences.
 - ii. Understanding how diversity strengthens teamwork and creativity.
 - c. Respecting Cultural Traditions in the Game
 - i. Learning about pre-game rituals, celebrations, and customs from around the world.
 - ii. Discussing how different cultures express teamwork and sportsmanship.
 - d. Gender Equity and Representation in Baseball
 - i. The rise of female baseball and its global impact.
 - ii. Promoting equality and respect for all gender identities in the sport.
 - e. Adaptive and Para Baseball
 - i. How athletes with disabilities compete and excel in baseball (e.g., Paralympic, blind baseball).
 - ii. Understanding empathy, accessibility, and inclusive design in sports.
 - f. Global Issues and the Game
 - i. How baseball can raise awareness about issues like poverty, education, and climate change.
 - ii. Famous programs (e.g., *MLB Together*, *The Borgen Project*, *Roberto Clemente Foundation*).
 - g. Migration and Baseball Journeys
 - i. How players move across borders and bring new styles and cultures to teams.
 - ii. The experiences of refugee and immigrant athletes.
 - h. Fighting Racism and Discrimination
 - i. Recognizing and challenging racism or prejudice in baseball.
 - ii. Supporting campaigns like “No Room for Racism” or “Say No to Racism.”
 - i. Team Unity and Communication
 - i. How to build respect across cultural and language differences.
 - ii. Practicing empathy, listening, and understanding in team settings.
 - j. Leadership and Global Citizenship through Baseball
 - i. How players can be ambassadors of fairness, respect, and kindness.
 - ii. Inspiring global role models who use baseball for positive change.

Methods of Instruction

Method

Discussion

Integration

Instructor-led discussions will instruct students about expectations for individual and team discipline and leadership.

Method

Lecture

Integration

Instructor-led lectures will relay player expectations and standard of conduct on and off the field.



Method

Online Activity/Discussion

Integration

Rules and regulations for competitive baseball will be taught via accessible multimedia applications via the Course Management System.

Method

Observation and Demonstration

Integration

Students will observe and demonstrate of strength training techniques and advanced physical conditioning.

Method

Discussion

Integration

Instructor and student discussions will review/analyze the basics of DEI awareness in building a baseball team with sensitivity to diversity, equity and inclusion.

Methods of Evaluation**Method**

Class Performance

Integration

Pre and post assessment of fitness and skills level will be used to make sure athletes have the ability levels necessary to participate in college caliber sports. Standards for fitness and skill need to measure to a competitive college-level ability and aptitude. Weekly fitness and skill assessments will dictate ongoing playing time in live competition games.

Method

Demonstration

Integration

Physical demonstrations of baseball skills, strategies, and techniques will be evaluated for agility, flexibility, and strength.

Method

Instructor observation

Integration

Skill development and application of baseball strategies, for example, sacrifice bunt, will be evaluated for the ability to improve the individual level of competition using instructor observation.

Method

Oral Presentation



Integration

Oral presentations will be evaluated on how well students present the logistics of DEI principles as they pertain to competitive college-level baseball. Multiple variables of Diversity and Inclusion (race, ethnicity, native language, physical appearance, culture, and background) relate to successful team cohesion and unity to account for player and staff personnel inclusion.

Method

Exams/Tests

Integration

Paper submissions with critical thinking and evidence of sensitivity to DEI awareness and including various player differences to build comradere and successful team performance.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Develop a Play Book Compilation of all strategies presented during class time. Complete an individual research playbook to include: Technique Off season preparation New or revised strategies Compile a Video/Journal/Publication Bibliography You should develop a theme for this bibliography: offensive or defensive strategies; hitting techniques; pitching techniques; development of coaching philosophies or practice plans. Discover updated productions and record the name of the video/journal/publication, author, date of publication, ISBN.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Construct a Nutritional Diet Journal with Nutrient Analysis. Track all meals daily for 7 days. Record portions carefully (use measuring cups or food labels). Use a nutrition app or USDA Food Database to calculate nutrients. Compare actual intake to daily recommendations based on your age, gender, and activity level. Repeat monthly and reflect on your progress and adjust meals as needed.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Research how baseball promotes diversity and unity across cultures while recognizing differences in traditions, access, and inclusion in the sport globally. For example, choose one country and research:

How baseball is played and celebrated there (major teams, leagues, traditions).

Famous baseball players from that country who represent diverse backgrounds (gender, ethnicity, or economic class).

Barriers or challenges faced by certain groups (e.g., women, people with disabilities, refugees) in accessing baseball.

How baseball is used as a tool for inclusion or peace in that country.

How baseball is played with unique style in that country.

The vocabulary of key baseball terms for various countries.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Students will watch game film and take notes to evaluate individual and team performance.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Students will track personal and team statistics to identify areas of strength and weakness. Then, they will provide suggestions for improvement in key areas (offense, defense, pitching, catching, baserunning, fitness measures, etc.)

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read Chapter 9 Social Hierarchy in Groups, from the Ebook "Group Dynamics in Sport," 5th ed. (2020) by Eye, Evans and Benson. ISBN: 9781940067520

Baseball is a Social Microcosm of larger social issues in the U.S. (e.g., power structures, inequality, and leadership).

Provide at least one example from the reading which you have personally experienced or witnessed differential treatment on a past baseball team.

Include the how and why these inequalities positively and/or negatively influenced team chemistry and season results.

Course Materials

Textbooks

NCAA Baseball Rulebook, NCAA (2025). THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION. Randy Bruns, Secretary-Rules Editor, NCAA Baseball Rules Committee. ISBN 0736-5209

Open Educational Resources

Free PDF NCAA Baseball Rulebook, NCAA (2025). <https://www.ncaapublications.com/p-4709-2025-and-2026-baseball-rules-book.aspx>

Class Size Information

Class Size

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

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

In this baseball class, diversity and inclusion are intentionally integrated through equitable participation, team-building activities, and coaching practices that respect all identities. Students of all genders, cultural backgrounds, races, abilities, and sexual orientations are encouraged to collaborate in mixed teams, ensuring every voice is heard and valued. Course materials, examples, and discussions highlight inclusive approaches to leadership, communication, and sportsmanship, creating a supportive environment where all students can develop skills, confidence, and a sense of belonging.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Assignments, instruction, evaluation, course content, and interactions are designed to support diverse learners and promote equity. Instruction uses multiple teaching methods, including demonstrations, hands-on practice, peer feedback, and video analysis, accommodating different learning styles. Assignments and assessments are structured to provide all students opportunities to demonstrate skill mastery and strategic understanding regardless of prior experience or ability level. Course content highlights inclusive examples, team strategies, and leadership approaches that respect cultural, gender, and ability differences. Interactions are fostered through cooperative team activities and guided discussions that encourage collaboration, mutual respect, and the appreciation of diverse perspectives.

Interactions

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

The course incorporates student-to-student interaction through team-based activities, small-group skill stations, and full scrimmages, where students collaborate to practice techniques, develop strategies, and solve game scenarios together. Peer feedback and observation are emphasized, allowing students to learn from each other's strengths and provide constructive guidance. Cooperative drills, group discussions, and team reflections foster communication, leadership, and mutual respect, creating an engaging and interactive learning environment.

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

Instructor-to-student interaction is integrated through demonstrations, guided practice, and individualized feedback during skill drills and lab activities. The instructor observes students' performance, provides real-time corrections, and answers questions to ensure proper technique and understanding. Additionally, the instructor facilitates discussions, strategy sessions, and reflections, offering coaching insights and support to help each student develop skills, confidence, and game awareness.

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

Student-to-content interaction is fostered through hands-on practice, skill drills, and video analysis of matches and practices, allowing students to actively engage with course material. Students analyze strategies, review recorded gameplay, and apply learned techniques in lab activities and simulated games. Supplemental readings, instructional videos, and guided discussions provide multiple ways for students to explore baseball concepts, rules, and strategies, ensuring deep engagement with the accessible to all people with disabilities multimedia content.

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

Student-to-self interaction is encouraged through reflection, self-assessment, and goal-setting activities. Students evaluate their own skills, strategies, and performance during practice drills and matches, identifying strengths and areas for improvement. Journals, performance logs, and guided reflection prompts help learners monitor their progress, set personal goals, and develop self-awareness, fostering independent learning and metacognitive growth.

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