

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:

Gina Oliver

Date:

04/09/2020

Department	Subject	Course Number	Title
Physical Education Inter-Collegiate	Physical Education Inter-Collegiate PEIC	148	Intercollegiate Sports: Softball (Women)

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lab Units	Total Units
3.00	3.00
Lab Contact Hours	Total Contact Hours
144.00 - 162.00	144.00 - 162.00
Lab Homework Hours	
0	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

Maximum Enrollment:	32
Maximum Enrollment Justification:	Justification:
Grading Method:	Letter Grade or P/NP
TOP code:	0835.50

Can be Taken	4	time(s) for credit (max 4)
---------------------	---	-----------------------------------

- ☐
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
-
- ☒
- Intercollegiate athletics course
-
- ☐
- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course in softball is designed for students with significant training in softball to participate in Intercollegiate Fastpitch Softball at the college level. Season of competition runs Spring semester (January - May). Course includes rigorous preparation in fitness and the development and perfecting of softball skills and techniques. Enrollment in the class only counts towards one year of athletic eligibility if one enters an official game. Redshirt players may practice, but not compete in games.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course is designed for students to compete versus other California Community College teams with an emphasis on skill development, teamwork, discipline and success.

Need for the course:

This course is needed to run a complete Intercollegiate Softball Program including academic, career and life-long learning values for student-athletes. This course also satisfies required units for the Non-transfer AA in PE.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician’s examination and complete an interview with the instructor.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

- Develop an optimal level of physical conditioning (flexibility, agility, muscle strength, speed, power, and cardiovascular endurance).

- 2. Execute and achieve self-designed conditioning workouts.
- 3. Demonstrate advanced skills and techniques related to softball.
- 4. Exhibit proficiency in fastpitch softball competitions by executing effective game rules, strategies and field situations.
- 5. Demonstrate sportsmanship, leadership and teamwork, and positive behaviors in competitive situations.
- 6. Evaluate, critique and monitor team performance goals and outcomes.
- 7. Appraise and implement sport psychology techniques to relax and to decrease performance anxiety.
- 8. Formulate personal and group responsibilities as they relate to the team.

Course Content:

(please number the outline of main topics and subtopics)

Lab content only.

Lab Content:

(please number the outline of main topics and subtopics)

- 1. Drills, Skills, and Biomechanics
 - 1. Hitting (mental and physical preparation, bat selection, position in batter’s box, stance, grip, stride, swing, follow-through, placement, lefty slap hit).
 - 2. Bunting (same fundamentals covered in hitting, executing the sacrifice, sneaky base hit, bunt and run, squeeze, fake-bunt, fake-bunt/slap hit, push bunt)
 - 3. Base running (home to first, leadoffs, sliding, tagging on fly balls, run-downs, 1st and 3rd situations, steals, passed balls, hit and run, bunt and run, squeeze)
 - 4. Fielding (communication pre-bat, live balls, positioning, grounders, line drives, fly balls, footwork, biomechanics, judging the speed of runners, backing up plays, defensive signals/pitch locations, planning and executing various situations)
 - 5. Throwing (ball first, balance, grip, footwork, transfers, throwing mechanics, backhand flip, underhand toss, when to throw hard, regular, soft)
- 2. Game Strategies/Cognitive Areas
 - 1. Offensive Situations (leadoffs, sacrifice fly, hitting behind runners, steal, first and third situations, reading the defense, knowledge of signals, protecting a steal, how to “take” a pitch, ball-strike count strategies, common mistakes).
 - 2. Defensive Situations (same as offensive situations, with the addition of having runners at a variety of bases, and using different strategies based on score, opposing team, opposing player(s), and/or time limit). This includes International TieBreaker and defending a winning run in scoring position.
 - 3. Pitching (grips and biomechanic delivery of fastball, curve, drop, rise, screw, change-up, pitchout, pitching sequences, communicating with the catcher/defense, throwing, fielding hits/bunts, calling cuts, backing up plays, covering bases)
 - 4. Catching (calling pitches, calling defensive plays, communication on bunts, calling cuts and relays, positioning in the box before and during pitch, pitchouts, ready stance, throwing steals, fielding bunts/pop-ups, tag plays at home, double plays to home, backing up plays)
 - 5. Infield (ground balls, pop-ups, line drives, force outs, tag plays, fielder’s choice, catching throws, run-downs, pickoffs, base coverage, bunt coverage, cutoffs, relays, backing up plays).
 - 6. Outfield (ground balls, pop-ups, line drives, fielder’s choice plays to bases, run-down, pickoffs, base coverage, throwing to cutoffs, throwing to relays, backing up plays).
- 3. Must-Know Rules of Play
 - 1. 4 Appeal plays
 - 1. Baserunner misses a base
 - 2. Illegal batter
 - 3. Early tag on a fly ball
 - 4. Illegal equipment
 - 2. Seven ways to reach first base
 - 1. Hit
 - 2. Error

- 3. Hit by pitch
 - 4. Base on balls
 - 5. catcher's interference
 - 6. pinch runner
 - 7. dropped 3rd strike (less than 2 outs with 1B unoccupied, or 2 outs)
 - 3. Interference (offense) vs. Obstruction (defense)
 - Infield Fly Rule
 - 1. less than 2 outs
 - 2. easily catchable fly in the infield
 - 3. runners at 1st and 2nd
 - 4. runners advance at their own risk
 - 4. Reading the Scorebook
 - 1. positions 1-10
 - 2. BB, HBP, 1B, 2B, 3B, HR, E, FC, SB, K, WP, PB
 - 5. Foul ball vs. foul tip
 - 6. Two runners on one base
 - 7. Out-of-play rule
 - 8. Catch and carry
 - 9. Ground-Rule Double
 - 10. Pitching rules
 - 11. Tagging on a fly ball
 - 12. Fair vs. Foul
 - 13. Baserunner hit by batted ball, thrown ball
 - 14. Intentional drop
 - 15. Catch vs. trap
 - 16. Stepping on the plate or out of the box
 - 17. Running out of the baseline
 - 18. Batter stepping on the plate
 - 19. Scoring a run on the third out (force vs. tag play)
 - 20. Illegal equipment catch in fair = a triple awarded to the batter
4. STARS Training: Spirit, Teamwork, Aggressiveness, Readiness and Sportsmanship
- 1. Developing Attitudes that produce STARS
 - 1. Passion, Leadership, Confidence, Competitive, Honesty, Trust, Sensitivity, Personal Responsibility, Respect for Self and Others.
 - 2. Behaviors that represent STARS
 - 1. Hustle, Positive Body Language, Instinctual Play, Deliberate Movements, Communication On/Off Field, Supporting Others
 - 3. Building a successful group of STARS
 - 1. Defining and living up to a team philosophy
 - 2. Setting short-term and long-term season goals
 - 3. Identifying specific team and individual objectives
 - 4. Frequent self-evaluations through assessment forms and analysis of game statistics.
 - 5. To assign personal and group duties for practices and games (home/away).
 - 6. To create pre-game, mid-game and post-game routines.
 - 7. To meet weekly with coaching staff to maintain individual communication (15-30 minutes per week)
5. Conditioning
- 1. Running and Sprints
 - 2. Stretching - Static and Ballistic
 - 3. Resistance Weight Training
 - 4. Plyometrics
 - 5. Agility, Coordination and Balance Drills

Methods of Instruction:

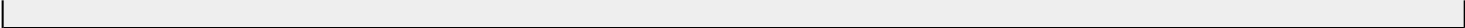
Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lectures will be used to orient and introduce students to the Athletic Program, Recruiting Policies, Eligibility, Course Enrollment, Team Policies, Expectations and Goals.
- **Method:** Observation and Demonstration
Integration: Instructor will demonstrate sport-related components of fitness—stretching, agility, strength training, speed, power, quickness drills, and aerobic activities.
- **Method:** Readings
Integration: Reading materials will be assigned to deepen the knowledge and application of scouting reports, game scenarios, rule interpretations, skills, strategies, techniques, and practice lesson plans.
- **Method:** Film/video Viewing and Discussion
Integration: Live film will be recorded to view, examine, and critique team and individual practice activities and game plays.
- **Method:** Visiting Lecturers
Integration: Guest speakers will disseminate knowledge and personal experiences (softball coaches, alumni, mental coaches, academic/transfer counselors, physical training coaches) to enhance students' performance and success as a student-athlete.
- **Method:** Role Playing/Simulation
Integration: Students will practice and rehearse various drills, skills, techniques and strategies with instructor feedback to improve their performance on game days.
- **Method:** Discussion
Integration: Instructor will facilitate individual and team discussions to prepare for in-season competition (setting goals and formative evaluations of physical, emotional, cognitive and social abilities) to achieve highest levels of success during games.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Class Work
Integration: Students will demonstrate complete and organized quantitative and qualitative assessments of various athletic skills and abilities. This includes player statistics (i.e. batting average, slugging percentage) and mental assessments (i.e. aggressiveness, sportsmanship, leadership and spirit).
- **Method:** Projects
Integration: Students will show weekly improvement in Quantitative and qualitative assessments on their individual fitness scores through standardized tests in flexibility, agility, muscle strength, speed, power, and cardiovascular endurance.
- **Method:** Homework
Integration: Students will be evaluated on clarity of argument in critical thinking assignments based on individual and team needs during the semester. Topics generally include a combination of cognitive, emotional and physical critical thinking areas to improve individual/team performance.
- **Method:** Oral Presentation
Integration: Students will verbally communicate accurate college-level knowledge and implementation of NCAA Softball Rules, game strategies and correct skill techniques. Simulations and role play are a large part of oral presentations.
- **Method:** Collaboration
Integration: Student-athletes will be graded on successful group work such as: formulate an appropriate and concise list of personal and group responsibilities as they relate to the team, and contribute to the development of written team rules and violation consequences. They will develop and share sportsmanship, leadership and teamwork philosophies with teammates and coaches through electronic discussion boards. In doing so, they will collaboratively develop and monitor team and individual performance goals that will later be assessed for satisfactory completion of goals.



Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Compose a written critique based on video analysis of individual and team performances.
 - Evaluate skills, techniques and strategies based on knowledge of correct performance
 - Compare and contrast performance to elite athletes
 - Contrast before and after levels of skills, techniques and strategies
 2. Observe a College, High School, Club or Professional Softball practice or game and prepare an oral presentation for the class. Identify and demonstrate the following practice components: Warm-up, Flexibility, Agility, Strength, Endurance, Power, Speed, Aerobic Exercise, Demonstration of a few skills or strategies.
 3. Measure and report Self-assessments of physical, cognitive and emotional performance. For example, physical assessments would include sprinting time from home to first base and the number of accurate throws you can make from shortstop to first base. Cognitive assessments would include describing the infield fly rule and explaining the difference between a tag play and a force play. Emotional assessments might include the Emotional Intelligence Quotient Test, or the Sport Anxiety Performance Test.

Textbooks:

- www.ncaapublications.com (2018). *2018-2019 Women's Softball Rules* NCAA. ISBN: ISSN 07365160

Other Resources:

- Softball Drills, Conditioning Tips, and Strategy videos online at youtube.com.

Minimum Qualification

- Coaching **or**
 - Kinesiology (Masters Required) **or**
 - Physical Education (Masters Required)