



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Physical Education 121ABC
Descriptive Title: Off-Season Training for Women's Intercollegiate Softball Team

Course Disciplines: Physical Education or Coaching

Division: Health Sciences and Athletics

Catalog Description: This course provides instruction and practice in the advanced techniques of softball. All students will engage in an off-season program emphasizing skill development, conditioning, and strategies of the game.

Conditions of Enrollment: Recommended Preparation
High school varsity experience or equivalent skill

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 0 hours per week TBA
Hours Laboratory: 3.00 hours per week TBA
Course Units: 1.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: Effective Date: Prior to July 1992
Transfer UC: Effective Date: Spring 1994

General Education:
El Camino College: 5 – Health and Physical Education
Term: _____ Other: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for

each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Student will demonstrate proficiency in fielding of their appropriate position in softball.
2. Student will demonstrate proficiency and accuracy in batting.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Develop a conditioning and training program.
Class Performance
2. Understand and execute the various defensive situations and strategies.
Class Performance
3. Differentiate and respond to various offensive situations and strategies.
Class Performance
4. Execute the various techniques and situations involved in batting.
Class Performance
5. Develop collegiate level defensive and offensive skills.
Class Performance
6. Demonstrate effective base running and sliding techniques.
Class Performance
7. Analyze the various bunts utilized in collegiate softball.
Class Performance
8. Understanding of the rules, regulations and eligibility of Intercollegiate softball.
Class Performance

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lab	2	I	Orientation A. Introduction to off-season competition B. Proper field maintenance C. Intercollegiate softball rules, regulations, and eligibility requirements
Lab	11	II	Defensive Skills A. Outfield B. Infield C. Catching D. Pitching
Lab	11	III	Offensive Skills A. Batting B. Bunting

			C. Slapping D. Dragging E. Sliding F. Baserunning
Lab	12	IV	Strategizing Game-like Situations A. Total team defensive situations B. Offensive situations C. Situational play options
Lab	10	V	Instructional Games A. Evaluation of game performance B. Evaluation of video C. Evaluation of defensive strategies D. Evaluation of offensive strategies E. Evaluation of pregame warm up
Lab	2	VI	Mental Training A. Visualization B. Relaxation techniques C. Team discussions D. Individual student athlete discussions E. Reading materials
Lab	6	VII	Conditioning A. Dynamic stretching B. Endurance training C. Speed training D. Running mechanics E. Strength training
Total Lecture Hours		0	
Total Laboratory Hours		54	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Demonstrate and compare the skills involved in an outfielder correctly fielding a ground ball and fly ball, and throwing to second base, third base and home plate.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Explain and demonstrate to the instructor the various slides in softball and differentiate the situations in which to use each slide.
2. Design and demonstrate to instructor a conditioning program that emphasizes strength development, cardiovascular conditioning and flexibility conducive to

collegiate softball.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Class Performance

V. INSTRUCTIONAL METHODS

Demonstration

Group Activities

Lecture

Multimedia presentations

Role Play

Simulation

Other (please specify)

Video analysis of students hitting both in the batting cage and off live pitching

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Skill practice

Course is lab only - minimum required hours satisfied by scheduled lab time and estimated student hours outside of class per week is zero.

Estimated Independent Study Hours per Week: 0

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended	Students wishing to enroll in this athletic development class must demonstrate proficiency to perform the skills necessary for competitive

Preparation	performance as well as the health and safety of all participants.
High school varsity experience or equivalent skill	

D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Julie Feenstra on 09/01/1989.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Elaine Martinez on 10/10/2012

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