

COURSE OUTLINE OF RECORD



Palo Verde College

**One College Drive, Blythe, CA 92225
(760) 921-5500**

Course Control Number: 000502048

Course Outline Approval Dates		
	Curriculum Committee	Board of Trustees
Face-to-Face	5/23/13	6/25/13
Correspondence Ed.	NA	NA
Distance Ed.	NA	NA

Course Information. Course Initiator: Gregory Snider

Subject Area and Course Number: PHE 149		Course Title: Softball	
New Course <input type="checkbox"/> Revised <input checked="" type="checkbox"/> Updated <input type="checkbox"/>		Static ID	TOP Code 0835.00
Classification Code Choose one:		SAM Code E=Non-occupational	
Noncredit category Y=Not Applicable; Credit Course		Meets a unique need: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Course duplicated: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Transfer request A=UC and CSU		Demand/Enrollment Potential: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Basic Skills N=Not a Basic Skills Course		Articulation request: UC <input type="checkbox"/> CSU <input checked="" type="checkbox"/> CSU-GE <input checked="" type="checkbox"/> IGETC <input type="checkbox"/>	
Co-Op Status N=Not Part of a Co-Op Program		Funding Agency Y=Not Applicable	
		Course Program Status 2=Stand-alone	
		Special Class Status N=Course is Not a Special Class	

JUSTIFICATION FOR NEED:

Satisfies GE requirement for CSU and UC systems

CATALOG DESCRIPTION:

The purpose of this course is to introduce the student to the basic fundamental skills of softball. An instructor or qualified assistant observes the students' physical activity and provides instruction and supervision on the students' performance.

SEMESTER UNITS: 1

Course Length: Lecture: **Laboratory: 54 Clinic/Field:**

PRE-REQUISITES, CO-REQUISITES AND ADVISORIES:

If the course has pre-requisites, co-requisites or advisories, list them here and attach a completed Pre-requisite Justification form.

COURSE OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Catch and throw the softball with proper technique
2. Field the softball with proper technique
3. Pitch the softball with proper technique
4. Hit the softball with proper technique
5. Run the bases with proper technique
6. Demonstrate an understanding of the rules in order to participate in a full 7 inning game.

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate increased knowledge and improvement of skills involved in softball.
2. Students will demonstrate increased knowledge on the rules of the game.

COURSE OUTLINE AND SCOPE:

1. Outline of topics or content:

1. Catching and throwing
2. Fielding
3. Pitching
4. Hitting
5. Base running
6. Rules

2. If a course contains laboratory or clinic/field hours, list examples of activities or topics:

1. Catching and throwing as a means of warm-up
2. Fielding grounders and throwing the appropriate base
3. Pitching to live batters
4. Hitting to all fields of play
5. Base running

3. Examples of reading assignments:

Chapter reading

4. Examples of writing assignments:

None

5. Appropriate assignments to be completed outside of class:

None

6. Appropriate assignments that demonstrate critical thinking:

None

7. Other assignments (if applicable):

None

8. Face-to-Face Course Sections:

Face-to-face education is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

a. Describe the methods of instruction.

Instructor demonstration
Verbal instructions
Observation and instant feedback
Modeling

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

a. Describe the methods of evaluating of student performance.

Participation
Assessment on all softball skills
Rules test

b. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

c. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

9. Correspondence Education Course Sections (correspondence, hybrid correspondence)

Correspondence education is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and student is asynchronous. **Hybrid correspondence education** is the combination of correspondence and face-to-face interaction between instructor and student.

a. Describe the methods of instruction.

b. Describe the methods of evaluating student performance.

c. Describe how regular, effective contact between the instructor and a student is maintained.

(Note: Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.)

d. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

e. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

(The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.)

f. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

g. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

h. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

10. Distance Education Course Sections (online, ITV, hybrid)

Online education is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the

Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV) is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit). **Hybrid** instruction is a combination of face-to-face instruction and online instruction.

a. Describe the methods of instruction.

b. Describe the methods of evaluating student performance.

c. Describe how regular, effective contact between the instructor and a student is maintained.

(Note: Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.)

d. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

e. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

(The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.)

f. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

g. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

h. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

Garman, Judi. (2010) Softball: Skills & Drills. Mansion Athletics

SIGNATURES:

COURSE INITIATOR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____