



PEIC-139: INTERCOLLEGIATE SPORTS: SOCCER (WOMEN)

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PEIC - Physical Ed/Intercollegiate

Course Number

139

Course Title

Intercollegiate Sports: Soccer (Women)

Short Title

Intercollegiate Soccer - Women

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 intended for members of the Women's Intercollegiate Soccer Team. The course will provide instruction in components of training, developing, and conditioning related to the skills, strategies and knowledge required for intercollegiate soccer. Students who repeat this course will improve skills through further instruction and practice.



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 - 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. Illustrate the value of physical fitness and positive health habits.
2. Demonstrate, through game scenarios, knowledge and correct implementation of rules and strategies.
3. Articulate advanced skills and techniques within the context of a competitive intercollegiate game.
4. Demonstrate interpersonal communication skills, personal responsibility and team work in accordance with NCAA Student Athlete Guidelines.
5. Exhibit knowledge of NCAA soccer rules through written and practical exams.
6. Demonstrate advanced skills and techniques of soccer(shooting, dribbling, passing, heading, catching).
7. 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 soccer skills (shooting, dribbling, passing, heading, catching)) through practice and measurable improvement.

3. Students will critique video recordings of practices and matches to identify strengths, weaknesses, and areas for skill development.
4. Students will relate intercollegiate soccer practices and standards to recreational, secondary school, and professional play.
5. Students will apply skills and techniques by competing in games, matches, tournaments, and modified soccer formats (3 vs 3, 6 vs. 6).
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. Ball Control
 - b. First touch – Cushioning the ball with feet, thighs, or chest.
 - c. Dribbling – Moving past defenders with close control.
 - d. Shielding – Protecting the ball with your body under pressure.
 - e. Turning – Using inside/outside of the foot (Cruyff turn, drag back, etc.) to change direction quickly
 - f. Passing & Receiving
 - g. Short passes – One-touch or quick give-and-go moves.
 - h. Long passes / switching play – Hitting accurate balls across the field
 - i. Receiving – Opening your body and cushioning the ball for your next move.
 - j. Through balls – Timing passes to break defensive lines
 - k. Shooting & Finishing
 - l. Instep drive – Powerful shots using your laces
 - m. Placement shots – Curling or guiding the ball into corners.
 - n. Volleys & half volleys – Hitting the ball before or just after it bounces.
 - o. Heading – Directing crosses or corners with accuracy and power
2. Tactical Awareness
 - a. Positioning – Knowing where to be on and off the ball.
 - b. Vision – Spotting teammates and anticipating plays.
 - c. Decision-making – Choosing when to pass, dribble, or shoot.
 - d. Game reading – Anticipating opponents' moves
3. Physical & Mental Skills
 - a. Speed & agility – Quick acceleration, direction changes.
 - b. Stamina – Enduring 90 minutes with intensity.
 - c. Strength & balance – Winning duels and staying on your feet.
 - d. Confidence & composure – Staying calm under pressure
4. Practice Drills
 - a. Cone dribbling – For control and agility.
 - b. Wall passes – To practice touch and timing.
 - c. Shooting circuit – Alternate between power and placement shots.
 - d. Small-sided games – Build awareness and teamwork.
5. Physical Conditioning
 - a. Aerobic Endurance (Game Stamina)
 - i. Drill: 4x4 Intervals
 1. Setup: 4 minutes of high-intensity running, 4 minutes of light jogging or rest.
 2. Reps: 4 rounds.
 3. Goal: Build cardiovascular endurance for sustained effort during games.
 - ii. Drill: Continuous Cone Runs

1. Set 5–6 cones in a zigzag or oval shape, ~20–25 yards apart.
2. Jog one lap, then sprint the next.
3. Duration: 15–20 minutes total
- b. Anaerobic Conditioning (Short Bursts)
 - i. Drill: Shuttle Runs (Suicides)
 1. Mark cones at 10, 20, 30, and 40 yards.
 2. Sprint to each cone and back.
 3. Sets: 6–8, with 45 seconds rest.
 - ii. Drill: 30-20-10
 1. 30 seconds at 60% speed # 20 seconds at 80% # 10 seconds all-out sprint.
 2. Rest 1 minute, repeat 6–8 rounds.
6. Agility & Change of Direction
 - a. Drill: T-Drill or 5-10-5 Drill
 - i. Sprint 5 yards right, 10 yards left, then back to start.
 - ii. Focus on quick cuts and staying low.
 - iii. Reps: 6–10 with full effort.
 - b. Drill: Ladder Work
 - i. Use an agility ladder (or draw one with chalk).
 - ii. Do 5–6 patterns: in-and-outs, icky shuffle, two-feet hops.
 - iii. Emphasize speed and rhythm.
7. Strength & Power
 - a. Drill: Bodyweight Circuit (3–4 rounds)
 - i. 20 squats
 - ii. 10 push-ups
 - iii. 20 lunges (10 each leg)
 - iv. 10 burpees
 - v. 30-second plank
 - vi. Rest 1 minute, repeat
 - b. Drill: Resistance Sprints
 - i. Use a resistance band or partner hold.
 - ii. Sprint 10–15 yards against resistance, then without it.
 - iii. Builds explosive acceleration.
8. Soccer-Specific Conditioning
 - a. Drill: 1v1 Transition Drill
 - i. Two players start back-to-back; coach calls “go.”
 - ii. Sprint to the ball and play 1v1 to a small goal.
 - iii. High-intensity bursts + short recovery = match conditions
 - b. Drill: Small-Sided Games (3v3 or 4v4)
 - i. 3–5 minutes per round, short rest between
 - ii. Forces quick thinking, sprints, and endurance under pressure.
9. 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
 - j. Improve Communication Skills
 - k. Follow Game Day Protocol
 - l. Follow Guidelines for Team Travel
 - m. Play with Game Etiquette and Sportsmanship
10. Diversity and Global Awareness

- a. Soccer as a Global Language
 - i. How soccer connects people across different cultures, languages, and countries
 - ii. The role of the World Cup in promoting unity and shared passion worldwide.
- 11. Inclusion and Belonging on the Field
 - a. Embracing players of all backgrounds, genders, abilities, and experiences
 - b. Understanding how diversity strengthens teamwork and creativity.
- 12. Respecting Cultural Traditions in the Game
 - a. Learning about pre-game rituals, celebrations, and customs from around the world
 - b. Discussing how different cultures express teamwork and sportsmanship.
- 13. Gender Equity and Representation in Soccer
 - a. The rise of women's soccer and its global impact
 - b. Promoting equality and respect for all gender identities in the sport.
- 14. 5. Adaptive and Para Soccer
 - a. How athletes with disabilities compete and excel in soccer (e.g., Paralympic, blind soccer)
 - b. Understanding empathy, accessibility, and inclusive design in sports.
- 15. Global Issues and the Game
 - a. How soccer can raise awareness about issues like poverty, education, and climate change.
 - b. Famous programs (e.g., *Football for Peace*, *Kick It Out*, *Common Goal*).
- 16. Migration and Soccer Journey
 - a. How players move across borders and bring new styles and cultures to teams
 - b. The experiences of refugee and immigrant athletes.
- 17. Fighting Racism and Discrimination
 - a. Recognizing and challenging racism or prejudice in soccer
 - b. Supporting campaigns like "No Room for Racism" or "Say No to Racism."
- 18. Team Unity and Communication
 - a. How to build respect across cultural and language differences
 - b. Practicing empathy, listening, and understanding in team settings.
- 19. Leadership and Global Citizenship through Soccer
 - a. How players can be ambassadors of fairness, respect, and kindness
 - b. Inspiring global role models who use soccer for positive change.

Methods of Instruction

Method

Activity

Integration

Guided instruction and drill/practice sessions which break complex skills and strategies into smaller drillable components. Once students reach proficiency, coaching staff guide them in the application of components into live situations.

Method

Design and Apply drill progressions moving from simple to complex.

Integration

Demonstrate and describe fundamentals of offense and defense, leading into more advanced concepts of team strategy, and specific game situations.

Method

Game day competitions.

Integration

Examine/critique individual and team preparation, strategies, goals, responsibilities and game etiquette appropriate for intercollegiate competition.



Method

Oral presentations

Integration

Demonstrate interpersonal communication skills, personal responsibility and team work in accordance with NCAA Student Athlete Guidelines. Articulate advanced skills and techniques within the context of a competitive intercollegiate game.

Method

Soccer game film and instructional videos.

Integration

Provide analysis of game strategy and rules of the game. Critique advanced skills and techniques (ie. Shooting, dribbling, passing, heading). Explain specific game offensive and defensive techniques and strategies.

Methods of Evaluation**Method**

Class Performance

Integration

Instructor observation of practices and matches will form the basis of assessing student knowledge and execution of soccer rules, strategies, and techniques.

Method

Exams

Integration

Written tests will be used to assess knowledge of soccer rules and strategies; additionally written, verbal and skill tests will measure knowledge of physical fitness and positive health habits.

Method

Practicum

Integration

Physical tests will measure physical fitness, various skills, and sport-related concepts of fitness (quickness, speed, power, balance, coordination).

Method

Self-Evaluation

Integration

Students will assess individual growth and proficiency in communication skills, personal responsibility and team-building efforts based on periodic evaluations of attendance, participation, and journal reflections on quality of effort and improvement.

Method

Simulation



Integration

Game statistics (goals, assists, shots, shots on target, conversion rate, pass completion, cross accuracy, tackles, interceptions, clearances, blocks, saves, save percentage, etc.) will be used to assess student mastery of soccer techniques and game strategy.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

You will 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

Read the journal article, "Multicultural teams: Does national diversity associate with performance in professional soccer?" Gasparetto, ThadeuIn:PLoS ONE, 6/2/2025, volume 20, issue 6, pages 1-13 (13p). Then, research how soccer 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 soccer is played and celebrated there (major teams, leagues, traditions).

Famous soccer 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 soccer.

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

How soccer is played with unique style in that country.

The vocabulary of key soccer terms for that country.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

You 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

You will track personal and team statistics to identify areas of strength and weakness. Then, they will provide suggestions for improvement in key areas (goals, assists, interceptions, saves, fitness measures, etc.)

Course Materials

Textbooks

NCAA ® 2024 and 2025 Soccer Rules.

Free PDF at <https://www.ncaapublications.com/p-4692-2024-and-2025-soccer-rules.aspx>

Other Resources

Practice Skill Videos, Scouting and Game Tapes, Attitude Inventories, California State Athletic Code, MSJC Student Athlete Handbook, NCAA Student Athlete Handbook.

Class Size Information

Class Size

32

Class Size Category

F - Individualized, skills#based instruction/field practice 30

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 soccer 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 soccer concepts, rules, and strategies, ensuring deep engagement with the 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. Self reflection is a critical component of this course. Students will be asked to complete assignments, such as a reflective journals that allow them to fine-tune their introspection skills. Students will need to reflect on the their plan of care and seek feedback that facilitates their critical thought. Students are encouraged, but not required, to share any information that they would like with their peers. The support that they receive from one another allows them to better understand that the struggles that they may encounter are not unique to them.