



PEIC-160: INTERCOLLEGIATE SPORTS: CROSS-COUNTRY (WOMEN)

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PEIC - Physical Ed/Intercollegiate

Course Number

160

Course Title

Intercollegiate Sports: Cross-Country (Women)

Short Title

Intcol Sp: Cross-Country (W)

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 Cross Country Team. The course will provide instruction in components of training, development, and conditioning related to the skills and techniques required for intercollegiate cross country running. Students who repeat this course will improve performance and endurance through further instruction and practice.

Requisites

Other Enrollment Criteria

Other Enrollment Criteria

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.

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	Or
Physical Education (Masters Required)	End

Learning Objectives

Learning Objectives

Learning Objective

1. Design and execute a timed 5K training plan and performance run, applying proper warm-up, pacing, race strategy, and cool-down routines with at least 90% accuracy.
2. Analyze and improve your VO# max or mile time trial performance by at least 5% across the season, as verified by pre- and post-assessments.
3. Document and evaluate your weekly training logs, and submit a written reflection that identifies and explains at least three meaningful connections between cross country conditioning and lifelong health/wellness practices.
4. Synthesize physical education activities with academic content areas and social-emotional learning strategies to enhance interdisciplinary learning, cooperation, identity development, and positive self-expression.
5. Assess, critique, and reflect on the impact of exercise, nutrition, lifestyle, and instructional approaches on health, performance, and student engagement—using DEI-informed perspectives to propose improvements to program design and delivery.
6. Investigate and advocate for equitable access, representation, and participation in endurance sports by examining historical barriers, current policies, and cultural influences—and develop an action-based recommendation that promotes inclusion and belonging for all athletes.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will analyze fundamental movement concepts—including locomotor, nonlocomotor, and object manipulation skills—and apply them to design developmentally appropriate physical education activities.
2. Students will evaluate biomechanics principles, motor skill development, and the influence of growth and maturation to optimize children's movement, coordination, and performance.
3. Students will design inclusive and culturally responsive activities that promote equity, respect, and participation for students of diverse abilities, backgrounds, and identities.
4. Students will apply proper running form (posture, stride length, arm swing, and breathing) during practice drills, as measured by a standardized rubric.
5. Students will design and implement an individualized race strategy (pacing plan, hill approach, and finishing kick) in at least two competitive events.
6. Students will collaborate in at least three structured team-building activities and assess peer communication and teamwork effectiveness through feedback and reflection.
7. Students will implement and evaluate at least two inclusive strategies—such as encouraging teammates, adapting workouts for diverse abilities, or incorporating culturally responsive practices—during group activities, and analyze their impact on participation and engagement through peer and self-assessments.

Content

Course Lab Content

1. Introduction & Team Orientation
 - a. Team goals and expectations
 - b. Review of training philosophy and in-season periodization
 - c. Establishing training logs and reflection journals
 - d. Baseline fitness testing (mile/VO# max)
2. Athletic Fundamentals & Conditioning
 - a. Warm-up and cool-down routines (dynamic stretching, activation, recovery)
 - b. Core strength, stability, and injury-prevention exercises
 - c. Interval, tempo, and long-distance training
 - d. Weekly mileage tracking and progressive load monitoring
3. Running Techniques & Skill Development
 - a. Running posture, stride efficiency, and breathing mechanics
 - b. Hill training and terrain adaptation drills
 - c. Sprint mechanics and finishing kick development
 - d. Video analysis of running form
4. Competition Strategies
 - a. Race tactics (pacing, surging, pack running, negative splits)
 - b. Course analysis and visualization techniques
 - c. Nutrition, hydration, and recovery for competition
 - d. Individualized race plan design and implementation
 - e. Mid- and late-season competitive assessments
5. Teamwork & Collaboration
 - a. Group training sessions emphasizing pack running
 - b. Team-building activities to foster trust and communication
 - c. Peer coaching and accountability partnerships
 - d. Leadership rotation (athletes lead warm-ups or drills)
6. Health, Fitness & Wellness Integration
 - a. Recovery strategies (sleep, stretching, mobility)
 - b. Cross-training options (swimming, cycling, yoga)
 - c. Stress management and mental resilience training
 - d. Connection of athletic training to long-term health and lifestyle
7. Evaluation & Reflection

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- a. Midseason progress evaluations (time trials, logs, reflection check-ins)
 - b. End-of-season fitness testing (mile/VO# max comparison)
 - c. Season reflection: performance growth, health habits, teamwork skills
8. Diversity, Equity, and Inclusion in Cross Country
- a. Inclusive Training Practices: students will experience training plans and progressions that adjust for different fitness levels, injury history, and personal circumstances so each athlete can safely participate and improve at their own pace.
 - b. Team Culture: Students will actively contribute to building a positive, respectful, and supportive team environment that values each member's cultural identity, background, and lived experience.
 - c. Representation & Voice: Students will have opportunities to lead warm-ups, suggest workout strategies, and share feedback on how training sessions can better support performance and inclusion
 - d. Barrier-Breaking Discussions: Students will participate in guided conversations exploring experiences of women in athletics, the impact of underrepresentation, and strategies athletes use to advocate for themselves in historically male-dominated sports.
 - e. Equity in Competition: Students will reflect on how fairness, access, and inclusive practices influence both individual performance and overall team success—and evaluate how equitable decision-making strengthens athletics as a whole.

Methods of Instruction

Method

Activity

Integration

Individual and group skill development and physical training designed to prepare athletes for intercollegiate cross country competition. This approach ensures that strength training, cardiovascular conditioning, and sport-specific running drills are interwoven into the course, allowing athletes to progressively improve their endurance, speed, and race strategies in a practical, competitive environment in preparation for meets.

Method

Film/video Viewing and Discussion

Integration

Audio-visual materials will be utilized to enhance students' learning experiences as part of a cohesive review of topics relevant to cross country. Videos of current and past races, training sessions, and practice drills will be used to increase students' awareness of technique, pacing, and race strategy. Video clips and films allow students to observe running mechanics, training methods, and competitive strategies, while also analyzing both individual and team performance to inform their own development as cross country athletes.

Method

Observation and Demonstration

Integration

Observation and demonstration will be used to teach and apply communication and performance techniques essential for practice and competition in cross country. Students will watch demonstrations of running form, drills, and race strategies by the coach or advanced athletes to showcase proper technique and pacing. Peer observation will also be encouraged, allowing students to provide constructive feedback to one another during training, promoting collaboration, inclusion, and enhanced learning.

Method

Directed Study

Integration

Use a directed study to combine cross country skill development with practical application and guided instruction (coaching) tailored to the student's intercollegiate goals. The flexibility of this format allows students to have equitable access to coaching, build an inclusive team culture, and make adjustments based on individual progress, training needs, and evolving performance goals.



Method

Individualized Instruction

Integration

Ensure that all athletes have equal access to training facilities, equipment, and support services. This includes providing accommodations for athletes with disabilities and ensuring that all team members have the resources they need to succeed.

Method

Lab Activities

Integration

Students will participate in a relay activity with multiple stations, each offering tasks at varying difficulty levels to accommodate different abilities. Teams will be intentionally diverse, and students will encourage and support each other while completing the activities. Purpose: This approach fosters equity, teamwork, and engagement, allowing all students to participate meaningfully while applying inclusive strategies. Assessment: Students will reflect in journals, complete peer/self-assessments, and receive teacher feedback on collaboration and inclusive practices.

Methods of Evaluation**Method**

Class Performance

Integration

Class performance will be used to evaluate students' understanding of the fundamental skills required for cross country competition, including proper running form, pacing, hill running, endurance, and race strategies. Students will be evaluated based on their performance in training and races, with emphasis on identifying strengths and areas for improvement, while fostering a culturally diverse and inclusive team environment.

Method

Portfolios

Integration

Portfolios will be used to evaluate athletes' individual physical fitness and cross country skill development. Students will create a comprehensive portfolio that documents their progress throughout the season. The portfolio will include tracking fitness assessments (endurance, speed, and pacing), skill development (running form, drills, and race strategies), and reflective entries on their training experiences and personal growth. Students will be evaluated on their self-awareness, analysis of progress, and completeness of the portfolio.

Method

Final Performance

Integration

Final performance will be evaluated based on endurance and strength metrics relevant to cross country. Students will establish baseline assessments for a timed mile run and functional strength exercises (e.g., core, lower body, and full-body conditioning) at the beginning of the season. Progress will be measured during the final weeks of the course, with structured testing conducted for mile run performance and strength improvements to evaluate overall fitness and readiness for competition.

Method

Class Performance



Integration

Papers will be used to evaluate students through self-reflection, including detailing how their personal identities and experiences have shaped their journeys as cross country athletes. Papers may also involve analysis of training progress, race performance, or relevant readings on sport and wellness. Students will be evaluated on their ability to critically self-assess, reflect on performance, and demonstrate awareness of the broader implications of inclusivity and equity in athletics.

Method

Class Participation

Integration

Students will be evaluated on their participation in tracking and documenting athlete utilization of training facilities, equipment, and support services throughout the season. Evaluation will focus on the consistency, accuracy, and completeness of their records, including detailed notes on athlete sessions, equipment use, and facility access. Students are also expected to submit their logs or reports in a timely manner and reflect on observed patterns, making recommendations for improving utilization or support. This process ensures that students are actively engaged in monitoring athlete development while applying organizational, analytical, and reflective skills.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Reflective Training Journal: Objective: Develop self-awareness, track progress, and connect training to personal and team goals. You will maintain a weekly training journal throughout the season, documenting workouts, mileage, pacing, strength sessions, and reflections on personal performance. Entries should also include observations about team dynamics, leadership opportunities, and inclusivity within the team.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Race Analysis Paper Objective: Analyze performance, race strategy, and the influence of training on competitive outcomes. You will select a cross country race from the season and write a 3–5 page analytical paper. They must evaluate their pacing, technique, and overall strategy, integrating lessons from practice, observations, and team collaboration. You should also reflect on how team support and inclusivity affected their performance.

Assignment Type

Reading



In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Assignment: Research and Reflection on Running Science

Objective: Connect collegiate-level research to training, conditioning, and performance improvement. You will read a selected peer-reviewed article, such as “The Effects of High-Intensity Interval Training on Collegiate Cross Country Performance” (Journal of Strength and Conditioning Research), focusing on endurance physiology, sports psychology, or training methods. In your 2–3 page response, summarize the key findings and explain how the research can be applied to your own training and team performance. Additionally, reflect on diversity, equity, and inclusion (DEI) considerations by discussing how factors such as gender, cultural background, or ability level may influence responses to training programs and team dynamics. This reflection should highlight ways to create inclusive and equitable training environments that support all athletes’ development and performance.

Course Materials**Textbooks**

2024 NFHS Track & Field / Cross Country Official Rules Book | National Federation High by NFHS

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.

Diversity, equity, and inclusion (DEI) are intentionally integrated throughout the course in the objectives, content, assignments, and methods of instruction and evaluation. Students are provided equitable access to training, coaching, and leadership opportunities, ensuring that all athletes—regardless of gender, race, culture, or ability—can fully participate and succeed. Team activities, peer mentoring, and collaborative exercises are structured to foster mutual respect, understanding, and communication among athletes

from diverse backgrounds. Reflective assignments, discussions, and DEI-focused workshops encourage students to examine how their identities and experiences influence their athletic journeys.

Methods of Instruction (MOIs) incorporate DEI by offering differentiated instruction, multiple participation options, culturally responsive examples, and opportunities for students to lead, observe, and provide feedback in inclusive ways. Methods of Evaluation (MOEs) are designed to assess students not only on performance outcomes but also on demonstrated application of inclusive practices, teamwork, and engagement in reflective exercises, ensuring that assessment itself reinforces DEI principles. Together, these approaches promote awareness, inclusivity, and a supportive team culture that values each individual's contributions.

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 accommodate diverse learning styles, abilities, and backgrounds, promoting equity and inclusion throughout the course. Assignments include reflective writing, performance tracking, and research-based analyses, allowing students to demonstrate understanding in multiple ways. Instruction incorporates individualized coaching, video analysis, and peer observation to support varied learning needs and skill levels. Evaluations combine objective performance metrics, portfolios, and self-reflection to ensure all athletes are assessed fairly while considering their unique strengths and growth areas. Course content emphasizes teamwork, leadership, and culturally inclusive practices, while interactions—both peer-to-peer and instructor-to-student—are structured to encourage collaboration, respect, and open dialogue among athletes from diverse backgrounds.

Interactions

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

The course fosters student-to-student interaction through structured group training sessions, team-building activities, and peer mentorship programs. Athletes collaborate during workouts, practice pack running, provide constructive feedback to one another on running form and pacing, and rotate leadership roles for warm-ups or drills. These interactions encourage teamwork, communication, accountability, and mutual support, creating a cohesive and inclusive team environment where athletes learn from each other's strengths and experiences.

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

Instructor-to-student interaction is incorporated through individualized coaching, real-time feedback during practices, and guided instruction on running techniques, conditioning, and race strategy. The instructor observes athletes' performance, provides corrective feedback on form and pacing, and offers personalized recommendations to help each athlete meet their intercollegiate goals. Additionally, the instructor facilitates reflective discussions, answers questions, and supports athletes' leadership development and understanding of inclusive team practices, ensuring continuous engagement and growth throughout the season.

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

Student-to-content interaction is incorporated through structured training drills, video analysis of races and practices, reading assignments on running science and sports performance, and reflective exercises. Athletes engage directly with course materials by analyzing their own performance data, applying coaching strategies, and integrating evidence-based practices into their training. This active engagement allows students to connect theoretical knowledge with practical application, enhancing skill development, race strategy, and overall athletic performance.

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

Student-to-self interaction is incorporated through reflective exercises, training journals, and self-assessment of performance metrics such as pace, endurance, and technique. Athletes analyze their progress, set personal goals, and evaluate the effectiveness of training strategies, fostering self-awareness and critical thinking about their athletic development. This metacognitive approach helps students recognize strengths, identify areas for improvement, and make informed adjustments to their training, ultimately promoting both athletic growth and lifelong wellness habits.