



PEIC-160A: PRE-SEASON ATHLETICS: CROSS-COUNTRY (WOMEN)

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PEIC - Physical Ed/Intercollegiate

Course Number

160A

Course Title

Pre-Season Athletics: Cross-Country (Women)

Short Title

Pre-Season Cross-Country (W)

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lab Units**

1.00

to

3.00

Total Units

1.00 - 3.00

Variable Hours**Lab Contact Hours Variable**

48-162

Out of Class Hours Lab Variable

0

Total Student Learning Hours Variable

48-162

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 designed for pre-season women's cross country conditioning for intercollegiate athletes, focusing on cardiovascular endurance, speed training, running techniques, and race preparation for intercollegiate competition. Students who repeat this course will continue to improve their running efficiency, aerobic capacity, and overall fitness through progressive training, 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. Demonstrate athletic fundamentals necessary for a cross-country competition
2. Exhibit rules, strategies, and techniques for athletic competition in cross-country.
3. Appraise the principles and strategies to fit compete situations.
4. Identify and perform activities for improved flexibility and agility.
5. Examine basic cardiovascular and resistance techniques to improve aerobic and anaerobic fitness.
6. Relate running form, stride mechanics, and foot strike patterns to specific techniques required for cross country performance.
7. Produce athletic movements and techniques that are necessary to successfully compete in intercollegiate cross country.
8. Combine increased conditioning levels with cross-country specific knowledge, including pacing strategies, terrain management, racing tactics, and running techniques necessary to compete successfully at an intercollegiate level.
9. Build a diverse, equitable, inclusive culture to compete in physical conditioning, running form, pacing strategies, and race tactics in intercollegiate cross country competitions.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will execute athletic fundamentals necessary for cross country competition, such as proper running form, pacing, and terrain navigation.

2. Students will demonstrate physical conditioning necessary for cross country competition.
3. Students will evaluate the role of endurance training in supporting athletic competition and lifelong health and wellness.
4. Students will demonstrate proper cross country techniques.
5. Students will apply race strategies, such as pacing, drafting, and course management.
6. Students will collaborate effectively with diverse teammates to achieve team objectives.
7. Students will apply inclusive practices that support equitable participation in team performance.

Content

Course Lab Content

1. Foundational Athletic Fundamentals
 - a. Introduction to proper running form, stride mechanics, and foot strike patterns
 - b. Warm-up and cool-down routines designed to prevent injury
 - c. Agility, flexibility, and mobility drills to prepare the body for season-long training
 - d. Progressive running drills to develop coordination, balance, and efficient movement
2. Emphasis on safe and accessible techniques for all athletes
 - a. Rules, Strategies, and Techniques
 - b. Overview of cross-country rules and competition formats
 - c. Core race strategies: pacing, drafting, terrain management, hill running, and energy conservation
 - d. Technique refinement for starts, finishes, and maintaining speed over varying distances
 - e. Video analysis of past races to illustrate proper technique and strategic decision-making
3. Pre-Season Conditioning
 - a. Cardiovascular and resistance training for aerobic and anaerobic fitness
 - b. Interval training, tempo runs, long-distance endurance runs, and fartlek workouts
 - c. Core, strength, and mobility exercises to support running efficiency and injury prevention
 - d. Development of individualized conditioning plans to track pre-season progress
4. Skill Application and Practice Simulations
 - a. Integrating running technique and conditioning into practice scenarios and mock races
 - b. Applying pacing, tactical positioning, and terrain strategy in controlled settings
 - c. Peer and instructor feedback on form, endurance, and execution of strategies
 - d. Emphasis on collaborative practice, constructive peer review, and inclusive team interaction
5. Advanced Race Preparation
 - a. Combining conditioning, skill, and strategy for peak performance at the start of the season
 - b. Race-day preparation techniques: warm-up routines, hydration, nutrition, and mental focus
 - c. Pre-season time trials to benchmark progress and identify areas for improvement
 - d. Planning individualized training adjustments for optimal season readiness
6. Diversity, Equity, and Inclusion (DEI) in Team Training
 - a. Creating an inclusive environment where athletes of all abilities, backgrounds, and identities feel valued
 - b. Team-building exercises that promote communication, collaboration, and mutual support
 - c. Reflection on personal and team dynamics to enhance group cohesion
 - d. Applying inclusive practices in drills, feedback sessions, and strategy discussions
7. Assessment, Reflection, and Goal Setting
 - a. Self-assessment of running form, endurance, pacing, and race tactic
 - b. Peer feedback and collaborative reflection on performance and teamwork
 - c. Development of a pre-season portfolio tracking fitness, technique, and personal growth
 - d. Setting individualized and team goals to ensure athletes enter the season physically prepared and mentally confident

Methods of Instruction

Method

Observation and Demonstration

Integration

Observation and demonstration will be used for group instruction and application of communication techniques necessary for training and competition in cross country. Students will observe demonstrations of running form, pacing strategies, and race tactics

by the coach or advanced athletes to illustrate proper technique. Students will also use peer observation to provide constructive feedback on form, effort, and strategy during practice, fostering collaboration, inclusion, and learning.

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 the various topics that apply to cross country. Videos of past and current races, training sessions, and athlete interviews will be used to increase students' awareness. Video clips and films allow students to observe running form, pacing methods, training processes, and race strategies relevant to their own development in cross country, while also assessing other teams' and individuals' approaches to competition.

Method

Activity

Integration

Combine skill development, endurance training, and race strategy to prepare athletes for intercollegiate cross country competition. This holistic approach ensures that cardiovascular conditioning, running techniques, and terrain-specific drills are integrated into the course, allowing athletes to progressively improve their fitness, form, and racing skills in a practical, competition-like environment.

Method

Directed Study

Integration

Use a directed study to combine cross-country skill training 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 and build an inclusive team culture while designing a pre-season plan.

Methods of Evaluation**Method**

Class Performance

Integration

Class performance will be evaluated daily to assess athlete skill development and understanding of cross-country techniques and race strategies, with a focus on building a strong preseason foundation. Formative assessments will include running drills, endurance tests, pacing evaluations, and technique checks to track progress in stamina, speed, and race mechanics throughout the training period.

Emphasis will be placed on progress and adaptation to training loads, proper warm-up and cool-down routines, and mastering pacing strategies that will set athletes up for success during the competitive season. Summative assessments will include a preseason time trial or simulated race, allowing students to demonstrate improved fitness, technique, and strategic execution. Performance will be evaluated holistically—recognizing individual growth, identifying strengths, and pinpointing areas for continued development before the start of the season.

Method

Final Performance

Integration

Final performance in the preseason cross country class will focus on measurable improvements in running speed, aerobic endurance, and race-specific stamina to prepare athletes for the competitive season. Baseline times for sprint intervals, middle-distance runs, and long-distance efforts will be established during the first weeks of training, providing clear benchmarks for growth.

During the final weeks of the preseason, structured performance testing will evaluate sprint speed, pacing efficiency over middle distances, and sustained endurance over longer runs. This data will be compared to initial benchmarks to assess progress in fitness and race-readiness, ensuring athletes enter the season with improved strength, speed, and stamina.

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 course. The portfolio will include tracking fitness assessments (sprint speed, endurance runs, and pacing), skill development (running form, technique drills, and race strategies), and reflective entries on their training experiences and personal growth. Students will be evaluated on their self-awareness, insight, and completeness of their portfolio.

Method

Papers

Integration

Papers will be used to evaluate students through self-reflection, including detailing how their identities have shaped their cross-country journeys. Papers will also be used to analyze readings or reflect on training sessions and race performance. Students will be evaluated on their ability to self-assess and their awareness of the broader implications of inclusivity and equity in athletics.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Use practice and race footage to create portfolios that showcase commitment to a diverse and inclusive culture, running technique, and improvements in performance over time. You will be evaluated on their ability to set measurable goals, track progress, and provide evidence of skill and endurance development.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Read and take notes on *The Five Dysfunctions of a Team* by Patrick Lencioni to analyze how teamwork principles can be applied to a cross-country team. You will write a 2–3 page APA-formatted paper briefly applying each dysfunction to a cross-country training group or relay team and discuss how to address it using the book's recommendations. Finally, reflect on a time when one of these dysfunctions affected your team and explain how you would apply the lessons to improve collaboration, communication, and team



cohesion. You will be graded on your understanding of key teamwork concepts, how effectively they apply these concepts to cross country, the depth of your reflection and proposed solutions for improving teamwork, and the overall clarity and organization of your responses.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

You will write a 1-page reflection that explores how your personal identity has shaped your experiences in sports and analyze the role of inclusivity in athletic performance. You'll begin by reflecting on how aspects of your identity, such as culture, gender, or background, have influenced your approach to teamwork and competition. Then, you will discuss how inclusivity, or its absence, can impact performance, drawing from your own experiences or broader sports examples. Lastly, you will evaluate a recent game or practice, identifying your strengths and areas for improvement, and consider how your self-awareness contributes to being an inclusive teammate. You will be graded on your ability to reflect on personal experiences and demonstrate an understanding of inclusivity's broader implications in sports.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

In this class, you will focus on specific cross-country skills, such as running form, pacing, and endurance strategies, by practicing techniques in small groups. After each round, you will provide constructive feedback to your peers using a checklist that highlights key elements such as stride mechanics, breathing, and posture. Your instructor will move between groups to give additional feedback and assess your progress. At the end of the session, you will write a brief reflection on what you improved and set goals for further practice. Your grade will be based on your active participation, measurable improvement, the quality of your peer feedback, and the thoughtfulness of your self-reflection.

Course Materials**Textbooks**

Building Championship Cross Country Programs by Douge Soles, (2022) ISBN: 979-8372119963

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.

This course actively incorporates diversity and inclusion by creating an environment where all student-athletes feel respected, supported, and valued regardless of gender, culture, race, sexuality, or background. Training groups and activities are structured to ensure equitable access and participation, with adaptations and variations provided to meet the needs of athletes with different abilities and experiences. Discussions on teamwork, communication, and leadership emphasize the importance of understanding diverse perspectives and fostering collaboration. By integrating inclusive practices into coaching, peer feedback, and reflective assignments, the course promotes a culture of equity, belonging, and mutual respect.

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 and support diverse learners in this cross country course. Instruction includes multiple teaching methods—demonstrations, peer coaching, and video analysis—to address different learning styles and physical abilities. Assignments and reflective exercises allow students to set personalized goals, monitor progress, and demonstrate growth in ways that suit their individual strengths. Evaluations consider effort, improvement, and mastery rather than only performance outcomes, ensuring fair assessment for all. Course content incorporates diverse examples, perspectives, and inclusive strategies, while peer and instructor interactions foster collaboration, respect, and equitable participation across cultural, gender, and ability differences.

Interactions

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

The course incorporates student-to-student interaction through group workouts, paired drills, and team-based training activities. Athletes provide constructive feedback to one another on running form, pacing, and endurance strategies, fostering collaboration and peer learning. Small group discussions and reflective exercises encourage sharing of personal experiences, goal-setting strategies, and problem-solving approaches. By working together in practice and training sessions, students build communication, teamwork, and leadership skills while supporting each other's growth and creating an inclusive team environment.

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

Instructor-to-student interaction is integrated through direct coaching, individualized feedback, and ongoing monitoring of performance and technique. The instructor demonstrates proper running form, pacing strategies, and race tactics, while providing real-time corrections during workouts. One-on-one check-ins, goal-setting sessions, and progress reviews allow the instructor to tailor guidance to each athlete's needs. Additionally, the instructor facilitates discussions on strategy, teamwork, and personal growth, ensuring that students receive support, encouragement, and mentorship throughout the course.

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

Students engage with course content through structured workouts, drills, and race simulations that reinforce running techniques, endurance strategies, and pacing principles. Audio-visual materials, including videos of races and training sessions, allow students to analyze form, strategy, and performance. Reflective assignments, goal-setting exercises, and self-assessments encourage students

to connect theoretical concepts to their own practice and development. This hands-on and analytical approach ensures that students actively interact with the content to enhance learning and apply skills in practical, real-world cross-country contexts.

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

The course fosters student-to-self interaction by encouraging athletes to reflect on their performance, training habits, and personal growth. Through goal-setting exercises, self-assessments, and reflective journals, students evaluate their strengths, areas for improvement, and progress over time. They analyze the effectiveness of their training strategies, pacing decisions, and mental preparation for races. This metacognitive approach helps students develop self-awareness, critical thinking, and independent problem-solving skills, empowering them to make informed adjustments to enhance both their athletic performance and overall personal development.

Key: 3267