



PEIC-160B: OFF-SEASON ATHLETICS: CROSS-COUNTRY (WOMEN)

Effective Term

Fall 2026

BOT Approval Date

01/15/2026

Discipline

PEIC - Physical Ed/Intercollegiate

Course Number

160B

Course Title

Off-Season Athletics: Cross-Country (Women)

Short Title

Off-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

0-0

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 intended for off-season cross-country conditioning, including strength and core training, cardiovascular endurance, running technique drills, and race preparation in support of intercollegiate cross-country competition. Students who repeat this course will continue to improve running efficiency, aerobic and anaerobic fitness, and race strategies through progressive instruction and guided 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 cross-country competition.
2. Practice strategies, techniques, and rules for a cross-country competition.
3. Apply principles of strategies in cross-country race situations.
4. Develop teamwork abilities and communication skills to foster a diverse, equitable, and inclusive environment that adhere to team rules in practice and competitions.
5. Scrutinize the rules of CCCAA eligibility for intercollegiate cross-country competition and transfer.
6. Analyze baseline athletic cross-country conditioning techniques to acquire advanced conditioning knowledge, skills, and techniques.
7. Produce cross-country training exercises at maximum load and intensity in order to assess overall conditioning level.
8. Combine increased conditioning levels with improved cross-country techniques and strategies to optimize performance.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will evaluate the role of endurance training in supporting lifelong health and wellness.
2. Students will demonstrate physical conditioning necessary for cross country performance.

3. Students will demonstrate cooperation with teammates during cross country training, practice, and competition.
4. Students will apply effective communication skills in cross country training, practice, and competition.
5. Students will execute athletic fundamentals for cross country performance, such as proper running form, pacing, and terrain 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, demonstrating respect for diverse abilities, backgrounds, and perspectives while promoting collaboration and shared leadership.

Content

Course Lab Content

1. Athletic Fundamentals and Running Mechanics
 - a. Proper running form, stride mechanics, and foot strike patterns
 - b. Warm-up, cool-down, and mobility routines
 - c. Agility, flexibility, and core activation drills
 - d. Explore how different body types, cultural running traditions, and adaptive techniques influence form and movement patterns to make training accessible and relevant for all athletes.
2. Strength and Conditioning for Cross Country
 - a. Off-season strength training for core, lower body, and total body development
 - b. Resistance training to build power and endurance
 - c. Injury prevention strategies and recovery techniques
 - d. Develop personalized training plans using baseline assessments, adjusting for varying athletic backgrounds, growth stages, and ability levels.
3. Cardiovascular and Endurance Development
 - a. Long-distance runs, tempo runs, and interval workouts
 - b. Aerobic and anaerobic capacity improvement
 - c. Monitoring heart rate, VO₂ max principles, and perceived exertion
 - d. Incorporate training methods and running philosophies from a range of global distance-running communities, highlighting how different cultures approach endurance development.
4. Speed and Power Work
 - a. Sprint intervals, hill repeats, and plyometric exercises
 - b. Acceleration, stride efficiency, and explosive power
 - c. Small-group drills with peer feedback
 - d. Provide flexible drill progressions to accommodate varied experience levels and physical abilities, ensuring all athletes can build speed and power safely and effectively.
5. Race Strategy and Competition Preparation
 - a. Pacing strategies, terrain navigation, and energy management
 - b. Simulated races and time trials
 - c. Mental preparation, goal-setting, and self-assessment
 - d. Analyze race strategies from elite and grassroots athletes around the world to expose students to a range of competitive approaches and environments.
6. Teamwork and Communication
 - a. Group drills emphasizing coordination, support, and leadership
 - b. Peer coaching, feedback, and collaborative problem-solving
 - c. Foster team environments where athletes share their unique running backgrounds, perspectives, and strengths to build a supportive and equitable team culture.
7. Wellness and Lifestyle Integration
 - a. Nutrition, hydration, and supplementation guidance
 - b. Sleep, recovery, and stress management
 - c. Reflective journaling to monitor personal and athletic growth
 - d. Discuss wellness practices from diverse cultural perspectives (e.g., different nutritional approaches, recovery methods, or mindfulness traditions) to broaden students' understanding of holistic training.

8. Assessment and Reflection

- a. Pre-, mid-, and post-training performance assessments (endurance, speed, strength)
- b. Portfolio documentation: fitness metrics, goals, and reflective entries
- c. Video analysis of running technique and race performance
- d. Self-reflection on team dynamics, inclusion of diverse perspectives, and personal growth throughout the course.

Methods of Instruction**Method**

Observation and Demonstration

Integration

Observation and demonstration will be used to teach and apply communication techniques essential for practice and competition in cross country. Students will watch demonstrations of running form, pacing strategies, and race tactics by the coach or advanced athletes to showcase proper technique. Peer observation will also be encouraged, allowing students to provide constructive feedback to one another during training, promoting collaboration, inclusion, and enhanced 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 topics relevant to cross country. Videos of current and past races, training sessions, and athlete techniques will be used to increase students' awareness of running form, pacing strategies, and race tactics. Video clips allow students to observe methods, processes, and strategies relevant to their own development, while also analyzing other teams and individual performances to inform their own training and competitive approaches.

Method

Activity

Integration

Individual and group skill development and physical training to help prepare athletes for the intercollegiate cross country season. This approach ensures that strength training, cardiovascular conditioning, running technique drills, and race strategy exercises are integrated into the course, allowing athletes to progressively improve endurance, speed, and overall performance in a practical, competition-like environment in preparation for the season.

Method

Directed Study

Integration

Utilize a directed study for students to develop personalized, long-term cross country training plans based on reflective assessment of their previous season. These plans will incorporate individualized running workouts, strength and conditioning exercises, and pacing strategies, with regular progress check-ins with the instructor to allow adjustments based on performance improvements and evolving goals.

Methods of Evaluation**Method**

Portfolios

Integration

Portfolios will be used to assess student fitness and running skill progress. Students will complete pre- and post-tests for strength, endurance, and cross country-specific skills. Fitness tests will include sprint intervals, long-distance runs, core and strength

assessments, and agility drills. Running skill assessments will include pacing, stride mechanics, and terrain navigation. Portfolios will include a goal-based component where students document specific long-term endurance, speed, and technique goals, along with milestones achieved throughout the off-season. Additionally, students will complete a reflection paper analyzing their overall growth, challenges faced, and objectives for the upcoming competitive season.

Method

Class Performance

Integration

Class performance will be assessed daily to track skill development and understanding of cross country techniques and race strategies. Evaluation will include a mix of running drills, endurance and strength assessments throughout the course, and summative assessments such as a final time trial or race to reflect overall progress. Students will be evaluated based on their performance, with emphasis on identifying strengths and areas for improvement while fostering a culturally diverse and inclusive team environment.

Method

Final Performance

Integration

Final performance will be evaluated for running endurance, speed, and overall fitness. Students will establish baseline times for sprint intervals, mile or long-distance runs, and core/strength assessments at the beginning of the semester. Progress will be evaluated during the final weeks of the class through structured testing of endurance runs, interval speed, and strength exercises. This allows for measurement of improvements in aerobic capacity, running efficiency, and overall physical preparedness for the cross-country season.

Method

Papers

Integration

Papers will be used to evaluate students through self-assessment, including how strategies from their own off-season cross country training contribute to their athletic development. Papers will also analyze key concepts such as mental toughness, pacing, and goal-setting, while reflecting on how these insights can improve both physical and mental performance. Students will be evaluated on their ability to critically reflect on their training, implement new strategies, and demonstrate an understanding of the broader impact of mental and physical preparation on cross country performance.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Off-Season Portfolio: For this assignment, you are to keep accurate records of all aspects of your running, strength, conditioning, and speed development. Your portfolio must contain all pre-, mid-, and post-cycle testing of height, weight, mile or long-distance run times, sprint intervals, vertical jump, core/strength assessments, and other performance metrics. In addition, your portfolio must include weekly data tracking your progress in all aspects of your off-season training, including endurance, speed, and strength. Your portfolio should also reflect your commitment to a diverse and inclusive team culture, as well as a dietary log including nutrition and supplementation. This assignment will be collected at mid-term and at the end of the semester.



Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

You will write a one-page reflection on your experience during the off-season cross-country course. Discuss how your endurance training, strength and conditioning exercises, and running technique drills have improved your fitness and race performance. Reflect on how your lived experiences and the diversity of your identity has shaped your experience as a teammate. Finally, identify areas for future improvement as you prepare for in-season intercollegiate cross-country competition. You will be graded on the depth of your reflection, your ability to connect these experiences to personal growth, and the clarity and organization of your writing.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Read *The Champion's Mind: How Great Athletes Think, Train, and Thrive* by Jim Afremow. As you read, take notes on key strategies for mental toughness, goal-setting, and balancing physical and mental training during the off-season. After completing the reading, write a 2-3 page reflection discussing how the book's insights can be applied to your own off-season training for beach volleyball. Focus on how you can implement these strategies to improve both your physical conditioning and mental approach to competition. You will be graded on your understanding of the book's concepts, your ability to apply these insights to your own training, and the clarity and organization of your writing.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

During the off-season class focused on specific cross-country skills, such as running form, pacing, and endurance techniques, you will participate in drills where you practice these techniques in small groups. After each round, you will provide constructive feedback to your peers using a checklist that focuses on key elements such as stride mechanics, posture, and pacing adjustments. The instructor will move between groups, offering additional feedback and assessing your progress. At the end of the session, you will write a brief reflection on what you improved and set goals for further practice. This assessment will be graded based on active participation, demonstrated improvement, the quality of peer feedback, and thoughtful self-reflection.

Course Materials**Textbooks**

"Building Championship Cross Country Programs" by Coach Doug 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 fosters diversity and inclusion by creating an environment where all student-athletes are respected, supported, and valued, regardless of gender, culture, race, sexuality, or background. Training activities are designed to be accessible and adaptable to different abilities and experiences. Teamwork, communication, and leadership exercises emphasize understanding diverse perspectives and leveraging individual strengths. Inclusive practices are integrated into coaching, peer feedback, and reflective assignments, promoting a culture of equity, belonging, and mutual respect within the cross-country program.

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 in this cross-country course. Instruction incorporates multiple methods—demonstrations, video analysis, peer coaching, and guided practice—to address different learning styles and physical abilities. Assignments allow for personalized goal-setting, progress tracking, and self-reflection, enabling students to demonstrate growth in ways that align with their strengths. Evaluations emphasize effort, improvement, and mastery rather than only raw performance outcomes. Course content includes examples and strategies that reflect diverse perspectives, while peer and instructor interactions foster collaboration, respect, and inclusive participation for all athletes.

Interactions

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

Student-to-student interaction is built into the course through small-group workouts, paired drills, and team-based training activities. Athletes provide constructive feedback to one another on running form, pacing, and endurance strategies, promoting peer learning and accountability. Group discussions and collaborative goal-setting exercises encourage sharing of personal experiences, problem-solving, and support. These interactions develop communication, teamwork, and leadership skills while fostering an inclusive and supportive cross country team environment.

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

Instructor-to-student interaction is integrated through direct coaching, demonstrations, and individualized feedback during workouts and drills. The instructor monitors running form, pacing, and technique, offering real-time corrections and guidance. One-on-one

check-ins, progress reviews, and goal-setting sessions allow the instructor to tailor instruction to each athlete's needs. Additionally, the instructor facilitates discussions on strategy, teamwork, and personal growth, providing mentorship and support 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, pacing strategies, and endurance 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 training and development. This hands-on and analytical approach ensures students actively interact with the content to enhance learning and apply skills in practical 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 training, performance, 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 running techniques, pacing strategies, and mental preparation for races. This metacognitive approach develops self-awareness, critical thinking, and independent problem-solving skills, empowering students to make informed adjustments that enhance both their athletic performance and overall personal development.

Key: 3268