



PEIC-161: INTERCOLLEGIATE SPORTS: FLAG FOOTBALL (WOMEN)

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PEIC - Physical Ed/Intercollegiate

Course Number

161

Course Title

Intercollegiate Sports: Flag Football (Women)

Short Title

Intcol Sp: Flag Football (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 Flag Football Team. The course provides instruction in components of training, skill development, and conditioning related to the techniques required for intercollegiate flag football competition. Students who repeat this course will improve performance, strength, speed, and game-specific skills 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. Evaluate and apply proper warm-up, agility, and cooldown techniques during drills, scrimmages, and practice sessions with at least 90% accuracy.
2. Analyze personal fitness data to improve speed, endurance, and strength performance by at least 5% over the course of the season, as demonstrated through pre- and post-assessments.
3. Synthesize weekly training logs and compose a written reflection connecting football-specific conditioning to at least three lifelong health and wellness principles.
4. Apply and assess fundamental football techniques (e.g., catching, passing, flag pulling, route running, and defensive positioning) using standardized performance rubrics.
5. Design and execute individualized offensive and defensive strategies during scrimmages, demonstrating tactical awareness, creativity, and decision-making under game conditions.
6. Collaborate in structured team-building activities and evaluate peer feedback to strengthen communication, leadership, and teamwork effectiveness.
7. Develop and implement inclusive strategies (e.g., encouraging diverse teammates, adapting drills for various skill levels, respecting cultural differences) to promote equity and belonging during practices and games.

8. Interpret and apply official flag football rules, scoring procedures, and penalties to ensure fair play and safety throughout all gameplay situations.
9. Critique game film or recorded scrimmages to identify and correct technical and tactical errors in personal and team performance.
10. Integrate speed, agility, and reaction training principles into individual workout plans to optimize athletic performance specific to flag football movements.
11. Formulate effective offensive and defensive playbooks that demonstrate strategic reasoning and adaptability based on opponents' tendencies and in-game scenarios.
12. Reflect and evaluate the role of women's flag football in promoting inclusivity, empowerment, and leadership within collegiate athletics and the broader sports community.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will analyze tactics necessary to play flag football at an intercollegiate level.
2. Students will evaluate personal strengths and weaknesses in flag football competition.
3. Students will execute the physical skills needed for flag football competition, such as catching, running routes, throwing, flag pulling, and dodging.
4. Students will apply offensive tactics for flag football competition, such as running plays and passing plays.
5. Students will apply defensive tactics for flag football competition, such as man defense and zone defense.
6. Students will demonstrate sportsmanship in intercollegiate flag football competition.

Content

Course Lab Content

1. Introduction & Team Orientation
 - a. Team goals, expectations, and training philosophy
 - b. Overview of in-season periodization, game schedule, and practice structure
 - c. Establishing training logs and reflection journals
 - d. Baseline fitness and skill testing (speed, agility, strength, passing/catching accuracy)
2. Athletic Fundamentals & Conditioning
 - a. Warm-up and cool-down routines (dynamic stretching, activation, recovery)
 - b. Core, upper, and lower body strength, stability, and injury-prevention exercises
 - c. Sprint intervals, shuttle runs, and football-specific conditioning
 - d. Weekly progress tracking and workload monitoring
3. Football Techniques & Skill Development
 - a. Catching, passing, and route running mechanics
 - b. Defensive skills: flag pulling, positioning, and coverage techniques
 - c. Agility, acceleration, and quick-change direction drills
4. Video analysis for form and execution improvement
 - a. Competition Strategies
 - b. Offensive and defensive plays, schemes, and situational tactics
 - c. Game preparation: opponent analysis, strategy, and visualization techniques
 - d. Nutrition, hydration, and recovery for optimal game performance
 - e. Individualized positional strategies and implementation in scrimmage
 - f. Mid- and late-season competitive assessments
5. Teamwork & Collaboration
 - a. Group drills emphasizing coordination, communication, and play execution
 - b. Team-building activities to foster trust, accountability, and cohesion
 - c. Peer coaching and constructive feedback during practice
 - d. Leadership rotation: athletes lead warm-ups, drills, or play-calling sessions
6. Health, Fitness & Wellness Integration
 - a. Recovery strategies: sleep, mobility, stretching, and active recovery
 - b. Cross-training options (strength circuits, agility work, yoga)

- c. Stress management, mental resilience, and focus techniques
- d. Connection of athletic training to long-term health, lifestyle, and well-being
- 7. Evaluation & Reflection
 - a. Midseason progress evaluations (skills, fitness tests, scrimmage performance, reflection check-ins)
 - b. End-of-season assessments (speed, agility, strength, skill accuracy, and game performance)
 - c. Season reflection: performance growth, teamwork, wellness practices, and skill mastery
- 8. Diversity, Equity, and Inclusion in Women's Flag Football
 - a. Inclusive Training Practices: Adapted drills and training for different skill levels, fitness, and injury status to ensure equitable participation.
 - b. Team Culture: Promote respect, encouragement, and communication across diverse cultural, socioeconomic, and personal backgrounds.
 - c. Representation & Voice: Opportunities for all athletes to lead drills, contribute strategies, and provide feedback on team plans.
 - d. Barrier-Breaking Discussions: Mini-lectures/discussions on women in sports, overcoming challenges in traditionally male-dominated athletics, and empowerment strategies.
 - e. Equity in Competition: Reflection activities analyzing how inclusivity and fairness impact team cohesion and individual performance.

Methods of Instruction

Method

Activity

Integration

Students engage in individual and group drills to develop football-specific skills, including catching, passing, route running, defensive positioning, and flag-pulling. Strength, agility, and speed work are integrated into each session, allowing athletes to progressively improve football performance and overall athleticism in a practical, game-like environment.

Method

Film/video Viewing and Discussion

Integration

Audio-visual materials, including game footage and practice clips, are used to enhance learning. Students observe offensive and defensive techniques, team formations, route execution, and flag defense strategies. Videos allow athletes to analyze both their own performance and that of opponents to improve individual and team tactics.

Method

Observation and Demonstration

Integration

Coaches and advanced players demonstrate key football techniques and plays. Students observe proper form for passing, catching, flag pulling, and positioning. Peer observation is encouraged, allowing athletes to give constructive feedback, promote collaboration, and develop a deeper understanding of skill execution.

Method

Directed Study

Integration

Students develop individualized training plans combining skill development, strength, conditioning, and tactical understanding. Coaches provide guided instruction tailored to each athlete's position, performance goals, and development needs. This approach promotes equitable access to coaching, inclusivity, and team culture.

Method

Individualized Instruction



Integration

All athletes receive equal access to facilities, equipment, and coaching resources. Accommodations are provided for athletes with differing skill levels, fitness capacities, or disabilities to ensure equitable participation and success.

Methods of Evaluation

Method

Class Performance

Integration

Daily practice and scrimmage performance are evaluated for skill execution, tactical understanding, teamwork, and adherence to football fundamentals. Emphasis is placed on identifying strengths, areas for improvement, and promoting a culturally diverse and inclusive team environment.

Method

Portfolios

Integration

Students maintain a season-long portfolio documenting skill development (catching, passing, flag defense), strength and conditioning progress, and reflective entries. Portfolios are evaluated for completeness, self-awareness, analysis of progress, and ability to set and track football-specific goals.

Method

Final Performance

Integration

Final evaluation includes structured skill assessments (passing accuracy, route execution, defensive drills) and physical metrics (speed, agility, strength). Baseline assessments are recorded at the start of the season, and final testing measures improvements to evaluate readiness for in-season competition.

Method

Papers

Integration

Students complete written reflections analyzing personal growth, skill improvement, and experiences working in diverse teams. Reflections also include self-assessment of leadership, teamwork, and the impact of inclusive practices on overall performance.

Method

Class Participation

Integration

Athletes are evaluated on attendance, active engagement in practices and scrimmages, utilization of training resources, and contribution to team cohesion and culture.

Assignments

Assignment Type

Writing



In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Reflective Training Journal: Maintain a weekly training journal throughout the season documenting workouts, football-specific drills, strength sessions, agility and speed work, and reflections on personal performance. Include observations about team dynamics, communication, 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

Game/Play Analysis Paper: Select one game or scrimmage from the season and write a 3–5 page analytical paper. Evaluate your passing, catching, flag-pulling, route execution, and overall game strategy, integrating lessons from practice, observations, and team collaboration. Reflect on how team support and inclusive practices impacted performance.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Research and Reflection on Football Science: Read a selected peer-reviewed article on football training, sports physiology, or sports psychology. Submit a 2–3 page response summarizing key findings and explaining how the research applies to personal skill development, conditioning, and team performance.

Course Materials**Textbooks**

"The Art of Flag Football: A COMPLETE GUIDE TO DRILLS" is authored by Liz and Katie Sowers, 979-8319640314. 2023

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.

In this Women's Flag Football course, diversity and inclusion are intentionally integrated into all aspects of instruction and team culture. Training plans and drills are adapted to accommodate varied skill levels, fitness abilities, and personal circumstances, ensuring equitable participation. Team activities emphasize respect, collaboration, and communication across different cultural, socioeconomic, and personal backgrounds. Opportunities for leadership and decision-making are provided to all athletes, promoting representation and voice. Discussions and reflective exercises address challenges faced by women and underrepresented groups in sports, fostering awareness, empowerment, and an inclusive athletic environment.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

In this Women's Flag Football course, all components are designed to support diverse learners and promote equity. Assignments such as reflective journals, game analysis, and research projects allow students to demonstrate understanding in multiple formats, accommodating different learning styles. Instruction integrates individualized coaching, peer feedback, and adaptable drills to meet varied skill levels and abilities. Evaluation emphasizes growth, effort, and teamwork in addition to skill performance, ensuring fair assessment for all athletes. Course content includes strategies, conditioning, and tactics that are accessible to all participants, while highlighting the importance of inclusivity and team collaboration. Interactions—both student-to-student and student-to-instructor—are structured to foster communication, mutual respect, and collaborative problem-solving, creating an environment where every athlete can contribute and succeed.

Interactions

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

Student-to-student interaction is a central component of this Women's Flag Football course. Athletes engage in partner and small-group drills, practice plays, and scrimmages that require communication, coordination, and teamwork. Peer coaching and constructive feedback are integrated.

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

Instructor-to-student interaction is emphasized through direct coaching, demonstrations, and guided feedback. The instructor provides individualized instruction on skills, techniques, and game strategy, circulates during drills to correct form, and offers real-time feedback during scrimmages. Regular check-ins, progress assessments, and reflective discussions ensure that students receive personalized guidance, support goal-setting, and develop both athletic and leadership skills.

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

Student-to-content interaction is incorporated through hands-on practice, skill drills, and tactical application. Athletes engage directly with football-specific materials such as playbooks, training exercises, and video analysis of games and practices. They apply strategies, techniques, and conditioning principles in real-time scenarios, connecting theoretical concepts—like offensive and defensive schemes, flag-pulling mechanics, and route execution—to practical performance. Assignments like reflective journals and game analysis papers further reinforce understanding and application of the course content.

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

Student-to-self interaction is fostered through reflective and self-assessment activities. Athletes maintain training journals, track skill and fitness progress, and analyze their own performance in drills and scrimmages. They reflect on personal strengths, areas for improvement, and the effectiveness of strategies or conditioning routines. Additionally, students evaluate how their contributions affect team dynamics, set individualized goals, and plan adjustments to enhance both personal growth and overall team performance, promoting self-awareness, critical thinking, and metacognitive skills.

Key: 3269