



PEIC-161A: PRE-SEASON ATHLETICS: FLAG FOOTBALL (WOMEN)

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PEIC - Physical Ed/Intercollegiate

Course Number

161A

Course Title

Pre-Season Athletics: Flag Football (Women)

Short Title

Pre-Season Flag Football (W)

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lab Units

1.00

to

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 flag football conditioning for intercollegiate athletes, focusing on speed, agility, strength training, positional techniques, and game preparation for intercollegiate competition. Students who repeat this course will continue to improve their football skills, tactical awareness, physical fitness, and overall performance 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 intercollegiate women's flag football competition
2. Exhibit rules, strategies, and techniques for effective participation in women's flag football.
3. Appraise principles of offensive and defensive strategies to fit competitive game situations.
4. Identify and perform activities that improve flexibility, agility, and reaction time for flag football performance.
5. Examine basic cardiovascular and resistance training techniques to enhance aerobic and anaerobic fitness for flag football.
6. Relate footwork, throwing mechanics, catching techniques, and defensive positioning to specific demands of flag football.
7. Produce athletic movements and positional techniques that are necessary to successfully compete in intercollegiate women's flag football.
8. Combine increased conditioning levels with football-specific knowledge, including play execution, defensive coverage, offensive timing, and tactical decision-making necessary to compete successfully at an intercollegiate level.
9. Integrate advanced physical conditioning, skill execution, and tactical awareness with inclusive, equitable, and accessible team practices to compete effectively and collaboratively in intercollegiate women's flag football competitions.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will execute athletic fundamentals necessary for flag football competition, such as proper footwork, throwing, catching, and defensive positioning.
2. Students will demonstrate physical conditioning, including speed, agility, and strength, necessary for flag football competition.
3. Students will evaluate the role of cardiovascular, resistance, and agility training in supporting athletic performance and lifelong health and wellness.
4. Students will demonstrate proper flag football techniques, including passing, receiving, flag pulling, and defensive coverage.
5. Students will apply game strategies, such as offensive play execution, defensive schemes, and situational decision-making.
6. Students will collaborate effectively with diverse teammates to achieve team objectives on and off the field.
7. Students will apply inclusive practices that support equitable participation, sportsmanship, and teamwork in intercollegiate women's flag football.

Content

Course Lab Content

1. Foundational Athletic Fundamentals
 - a. Introduction to proper stance, footwork, passing, catching, and flag-pulling mechanics.
 - 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 drills to develop hand-eye coordination, balance, and efficient movement patterns.
 - e. Emphasis on safe and accessible techniques for all athletes.
2. Rules, Strategies, and Techniques
 - a. Overview of women's flag football rules and competition formats.
 - b. Core game strategies: offensive play execution, defensive coverage schemes, and situational decision-making.
 - c. Technique refinement for passing, receiving, route running, flag pulling, and defensive positioning.
 - d. Video analysis of past games to illustrate proper technique, tactical adjustments, and strategic decision-making.
3. Pre-Season Conditioning
 - a. Cardiovascular, agility, and resistance training for aerobic and anaerobic fitness.
 - b. Interval training, sprint work, cone drills, and change-of-direction workouts.
 - c. Core, strength, and mobility exercises to support speed, explosiveness, and injury prevention.
 - d. Development of individualized conditioning plans to track pre-season progress.
4. Skill Application and Practice Simulations
 - a. Integrating technical skills and conditioning into practice scrimmages and controlled game scenarios.
 - b. Applying offensive plays, defensive coverage, and situational strategies in team drills.
 - c. Peer and instructor feedback on execution, teamwork, and decision-making.
 - d. Emphasis on collaborative practice, constructive peer review, and inclusive team interaction.
5. Advanced Game Preparation
 - a. Combining conditioning, skill, and strategy for peak performance at the start of the season.
 - b. Game-day preparation techniques: warm-up routines, hydration, nutrition, and mental focus.
 - c. Pre-season scrimmages to benchmark progress and identify areas for improvement.
 - d. Planning individualized 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 technical skills, conditioning, and game strategies.
 - b. Peer feedback and collaborative reflection on performance and teamwork.



- c. Development of a pre-season portfolio tracking fitness, skills, 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 women's flag football. Students will observe demonstrations of proper stance, passing mechanics, route running, flag pulling, and defensive positioning by the coach or advanced athletes to illustrate correct technique. Students will also use peer observation to provide constructive feedback on execution, 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 topics relevant to flag football. Videos of past and current games, training sessions, and athlete interviews will be used to increase students' awareness. Video clips and films allow students to observe offensive and defensive strategies, skill execution, and team communication, while also assessing other teams' and individuals' approaches to competition.

Method

Activity

Integration

Skill development, conditioning, and game strategy will be combined to prepare athletes for intercollegiate women's flag football competition. This holistic approach ensures that cardiovascular fitness, agility, strength training, and football-specific drills are integrated into the course, allowing athletes to progressively improve their fitness, techniques, and tactical awareness in a practical, competition-like environment.

Method

Directed Study

Integration

Directed study will combine flag football skill training with practical application and guided instruction (coaching) tailored to the student's intercollegiate goals. The flexibility of this format allows athletes to focus on individual skill areas (e.g., quarterback mechanics, defensive coverage, or speed training) while receiving personalized feedback to support their growth and readiness for the upcoming season.

Methods of Evaluation

Method

Class Performance

Integration

Class performance will be evaluated daily to assess athlete skill development and understanding of flag football techniques and strategies. A combination of assessments, such as passing accuracy drills, route-running, flag-pulling, defensive coverage, and conditioning evaluations, will be used throughout the course. Summative assessments, such as scrimmage performance or situational game-play scenarios, will reflect overall progress. Students will be evaluated on execution, teamwork, effort, and ability to apply learned strategies, with feedback highlighting areas of strength and opportunities for improvement.



Method

Final Performance

Integration

Final performance will be evaluated for speed, agility, strength, and football-specific skill execution. Students will establish baseline tests (e.g., 40-yard dash, shuttle run, passing/catching accuracy) at the beginning of the semester and will be retested during the final weeks of the class to measure progress. Structured assessments will also include scrimmage participation to evaluate decision-making, positional skills, and overall game readiness.

Method

Portfolios

Integration

Portfolios will be used to evaluate athletes' individual fitness, skill development, and tactical awareness in flag football. Students will create a comprehensive portfolio that documents their progress throughout the course, including performance benchmarks (speed, agility, and strength tests), skill assessments (passing, catching, flag pulling, defensive schemes), and reflective entries on their training experiences and personal growth. Evaluation will emphasize self-awareness, insight, and completeness of the portfolio.

Method

Papers

Integration

Papers will be used to evaluate students through self-reflection, including exploring how their identities, teamwork experiences, and role responsibilities have shaped their athletic development. Students may also analyze flag football strategies, reflect on training sessions, or review scrimmage performance. Evaluation will focus on self-assessment, depth of reflection, and awareness of inclusivity and equity in athletics.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Use practice and scrimmage footage to create portfolios that showcase commitment to a diverse and inclusive team culture, football skill development, and improvements in performance over time. You will be evaluated on your ability to set measurable goals, track progress, and provide evidence of growth in conditioning, technique (passing, catching, flag pulling), and game awareness.

Assignment Type

Reading

In-class and/or outside of class

Outside of 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 apply to a flag football team. You will write a 2–3 page APA-formatted paper briefly applying each dysfunction to a flag football training group, position unit, or scrimmage 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 you apply these concepts to flag football, the depth of your reflection, and the clarity and organization of your responses.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

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. Begin by reflecting on how aspects of your identity, such as culture, gender, or background, have influenced your approach to teamwork and competition. Then, discuss how inclusivity, or its absence, can impact performance, drawing from your own experiences or broader examples in team sports. Lastly, evaluate a recent practice or scrimmage, 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 athletics.

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 flag football skills, such as passing mechanics, route running, defensive positioning, and flag pulling, by practicing techniques in small groups. After each drill or scrimmage sequence, you will provide constructive feedback to your peers using a checklist that highlights key elements such as accuracy, footwork, timing, and communication. Your instructor will rotate between groups to give additional feedback and assess 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 active participation, measurable improvement, the quality of your peer feedback, and the thoughtfulness of your self-reflection.

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.

Diversity and inclusion are intentionally infused into this course by creating a supportive and equitable environment where athletes of all backgrounds, identities, and abilities feel valued and empowered. Training activities, drills, and scrimmages are designed to be accessible to participants with varying skill levels, body types, and athletic experience. Team-building exercises, peer feedback, and collaborative practices emphasize respect, communication, and cooperation across differences in gender, culture, race, and sexuality. Additionally, discussions on inclusivity and self-reflection activities encourage athletes to recognize their own biases, celebrate diverse perspectives, and contribute to a positive, inclusive team culture that enhances both performance and personal growth.

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 intentionally designed to support diverse learners and promote equity throughout the course. Assignments, such as skill portfolios, reflections, and team-based exercises, allow athletes to demonstrate growth in multiple ways, accommodating different learning styles, athletic backgrounds, and levels of experience. Instruction incorporates observation, demonstration, video analysis, and hands-on practice to address visual, auditory, and kinesthetic learners. Evaluation methods, including peer feedback, self-assessment, performance tests, and reflective writing, provide multiple avenues for demonstrating progress while recognizing individual strengths and opportunities. Course content, including drills, strategies, and conditioning exercises, is adaptable for athletes of varying physical abilities and experience levels. Interactions—both instructor-to-student and student-to-student—are structured to encourage collaboration, constructive feedback, and inclusive communication, fostering a team environment that values equity, respect, and diverse perspectives.

Interactions

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

Student-to-student interaction is incorporated through team-based drills, scrimmages, and collaborative skill exercises. Athletes work in small groups or positional units to practice plays, provide peer feedback, and problem-solve in real-time game scenarios. Structured activities, such as peer-assessment checklists, strategy discussions, and cooperative conditioning challenges, encourage communication, mutual support, and accountability. These interactions foster teamwork, build trust among players, and promote an inclusive environment where athletes learn from one another's strengths and perspectives.

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

Instructor-to-student interaction is incorporated through direct coaching, demonstrations, individualized feedback, and guided practice. The instructor models proper techniques for passing, catching, flag pulling, and defensive positioning, provides corrections during drills and scrimmages, and offers tailored advice to support each athlete's development. Instructors also facilitate strategy discussions, answer questions, and monitor progress, ensuring that students receive personalized guidance to improve performance, understand game tactics, and achieve both individual and team goals.

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

Student-to-content interaction is incorporated through hands-on practice, drills, scrimmages, video analysis, and readings related to flag football techniques and strategies. Athletes actively engage with course materials by applying technical skills (passing, catching, route running, defensive coverage) in practical scenarios, analyzing game footage to understand tactics and decision-making, and reflecting on their own performance. This engagement allows students to connect theoretical concepts—such as offensive and defensive strategies, teamwork principles, and conditioning techniques—to real-world application on the field, deepening understanding and skill development.

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

Student-to-self interaction (metacognitive) is incorporated through structured reflection, goal-setting, and self-assessment activities. Athletes are encouraged to analyze their own performance during drills, practices, and scrimmages, identifying strengths, weaknesses, and areas for improvement. Reflection journals, skill portfolios, and post-practice evaluations prompt students to consider how their preparation, decision-making, and effort impact their performance. By regularly engaging in these metacognitive practices, athletes develop self-awareness, monitor progress toward individual and team goals, and make informed adjustments to enhance both personal growth and on-field performance.

Key: 3273