



PEIC-161B: OFF-SEASON ATHLETICS: FLAG FOOTBALL (WOMEN)

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PEIC - Physical Ed/Intercollegiate

Course Number

161B

Course Title

Off-Season Athletics: Flag Football (Women)

Short Title

Off-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

0-0

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 women's flag football conditioning, including strength and core training, speed and agility development, football-specific skill drills, and tactical preparation in support of intercollegiate competition. Students who repeat this course will continue to improve athletic performance, football techniques, conditioning, and strategic understanding 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 flag football competition, including footwork, passing, catching, and defensive positioning, while valuing diverse skill levels and abilities among teammates.
2. Practice strategies, techniques, and rules relevant to flag football gameplay, applying inclusive approaches that ensure all teammates can participate meaningfully.
3. Apply principles of offensive and defensive strategies in competitive flag football situations, recognizing and respecting the unique contributions of teammates from different backgrounds and experiences.
4. Develop teamwork abilities and demonstrate effective, equitable communication during practice, scrimmages, and team activities to foster an inclusive team culture.
5. Understand CCCAA eligibility rules and requirements for intercollegiate flag football participation and transfer, and analyze how equitable access to opportunities supports participation for all athletes.
6. Analyze your baseline athletic conditioning to identify strengths and areas for growth, and adapt training to support both your development and that of teammates with varying abilities.
7. Execute flag football drills and conditioning exercises at high intensity while respecting individual differences, ensuring inclusive participation, and supporting teammates' success.
8. Combine improved conditioning with enhanced technical skills and tactical knowledge to optimize on-field performance, while encouraging equitable contributions and collaboration among all team members.
9. Develop physical fitness, technical football skills, and strategic understanding while actively fostering an inclusive, equitable, and diverse team environment where all athletes feel valued and supported.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will evaluate the role of speed, agility, strength, and conditioning training in supporting lifelong health and wellness.
2. Students will demonstrate physical conditioning necessary for flag football performance.
3. Students will demonstrate cooperation and teamwork during flag football drills, practices, and scrimmages.
4. Students will apply effective communication skills in training, practice, and competitive game scenarios.
5. Students will execute athletic fundamentals for flag football performance, including passing, catching, footwork, and defensive positioning.
6. Students will collaborate effectively with diverse teammates to achieve team objectives.
7. Students will apply inclusive practices that support equitable participation and foster a positive team environment.

Content

Course Lab Content

- Athletic Fundamentals and Football Mechanics
 - Proper footwork, stance, passing, catching, and defensive positioning.
 - Warm-up, cool-down, and mobility routines to enhance performance and prevent injury.
 - Agility, flexibility, core activation, and body control drills specific to football movements.
 - DEI focus: Students will design and participate in training activities that ensure accessibility and safe progression, adapting techniques and intensity to accommodate their own skill level, body type, and the diverse abilities of their teammates.
- Strength and Conditioning for Flag Football
 - Off-season strength training: total body, core, lower and upper body exercises emphasizing power and stability.
 - Resistance and weight training for speed, explosiveness, and endurance.
 - Injury prevention strategies, mobility work, and recovery techniques.
 - Personalized training plans based on baseline assessments and individual goals.
- Speed, Power, and Agility Development
 - Sprint intervals, change-of-direction drills, ladder/plyometric exercises, and acceleration training.
 - Explosive power drills for passing, tackling avoidance, and defensive reaction.
 - Small-group skill and conditioning drills with peer and instructor feedback.
 - DEI focus: Students will implement inclusive coaching strategies that accommodate teammates with varying athletic abilities, ensuring equitable participation, offering differentiated support, and fostering a team environment where all athletes feel valued and empowered.
- Football Skills and Tactical Preparation
 - Offensive and defensive skill development: route running, flag pulling, coverage schemes, and ball-handling.
 - Simulated scrimmages, situational drills, and game-play scenarios.
 - Tactical understanding: play recognition, decision-making, and positional awareness.
 - Mental preparation, goal-setting, and self-assessment.
- Teamwork and Communication
 - Group drills emphasizing coordination, leadership, and on-field communication.
 - Peer coaching, constructive feedback, and collaborative problem-solving.
 - Inclusive practices promoting equitable participation and team cohesion.
- Wellness and Lifestyle Integration
 - Nutrition, hydration, supplementation, and energy management strategies for peak performance.
 - Sleep, recovery protocols, and stress management for athletic readiness.
 - Reflective journaling to track personal growth, training progress, and performance insights.
- Assessment and Reflection
 - Pre-, mid-, and post-training assessments for strength, speed, agility, and football-specific skills.
 - Portfolio documentation including fitness metrics, skill development, tactical knowledge, and reflective entries.
 - Video analysis of drills, plays, and scrimmage performance.
 - Students will reflect on their teamwork, DEI engagement, and overall athletic growth by self-assessing their behaviors, contributions, and mindset—identifying at least two strengths and two areas for improvement—and develop an action plan to foster inclusive collaboration, respect for diverse teammates, and sustained personal development.

Methods of Instruction

Method

Observation and Demonstration

Integration

Observation and demonstration will be used to teach and apply football techniques and communication skills essential for practice and competition. Students will watch demonstrations of passing, catching, defensive positioning, route running, and tactical plays 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 drills and scrimmages, promoting collaboration, inclusion, and enhanced learning.

Method

Film/video Viewing and Discussion

Integration

Audio-visual materials will be used to enhance student learning through review of relevant football concepts. Videos of past and current games, practices, and individual skill demonstrations will help students analyze technique, positioning, and tactical decision-making. Students will use video clips to observe methods and strategies, evaluate their own performance, and gain insights from other teams and players to inform their development and competitive preparation.

Method

Directed Study

Integration

Directed study allows students to develop personalized, preseason training plans based on reflective assessment of prior performance. Plans will include individualized conditioning routines, skill drills, tactical strategies, and positional training, with regular check-ins with the instructor to adjust based on progress, performance improvements, and evolving team or individual goals.

Method

Activity

Integration

Individual and group skill development and physical training will prepare athletes for the intercollegiate flag football season. This approach integrates strength and conditioning, speed and agility drills, football-specific skills, and tactical exercises, allowing athletes to progressively improve fitness, technical ability, and on-field performance in practical, game-like scenarios.

Method

Role Playing/Simulation

Integration

Role-play and simulated game scenarios will be used to give students hands-on experience with real-time decision-making, teamwork, and tactical application. Athletes will participate in controlled scrimmages, situational drills, and scenario-based exercises that replicate offensive and defensive plays, time-sensitive decisions, and in-game problem-solving. This method encourages active engagement, reinforces communication and leadership skills, and allows students to practice technical and strategic concepts in a safe, structured environment while receiving immediate feedback from instructors and peers.

Methods of Evaluation

Method

Portfolios



Integration

Portfolios will be used to assess student fitness, football skills, and tactical progress. Students will complete pre- and post-tests for strength, speed, agility, and football-specific skills, including passing, catching, flag pulling, and positional drills. Portfolios will include goal-setting components where students document long-term conditioning, skill, and tactical objectives, along with milestones achieved throughout the off-season. Students will also complete a reflection paper analyzing overall growth, challenges faced, and preparation goals for the upcoming competitive season.

Method

Class Performance

Integration

Class performance will be assessed daily to track skill development, understanding of football techniques, and adherence to tactical strategies. Evaluation will include a mix of skill drills, strength and conditioning exercises, agility and speed tests, and scrimmage participation. Students will be evaluated on performance, effort, teamwork, and application of skills, with emphasis on identifying strengths, areas for improvement, and fostering an inclusive, collaborative team environment.

Method

Final Performance

Integration

Final performance will be evaluated for overall football-specific fitness, strength, speed, agility, and technical execution. Baseline assessments in passing, catching, flag pulling, sprints, agility drills, and conditioning will be established at the start of the course. Progress will be evaluated through structured testing, scrimmages, and skill challenges in the final weeks, allowing measurement of improvement and readiness for the competitive season.

Method

Papers

Integration

Written reflections and papers will evaluate students' ability to self-assess, analyze tactical decisions, and apply off-season training strategies to football performance. Students will reflect on their physical and mental preparation, skill development, teamwork, and goal attainment. Evaluation will focus on critical thinking, application of concepts, insight into performance growth, and understanding of how off-season preparation impacts in-season success.

Method

Class Participation

Integration

Evaluation through role-play and simulation allows students to demonstrate tactical understanding, decision-making, and teamwork in controlled game-like scenarios. Athletes participate in situational drills, scrimmages, and scenario-based exercises that replicate offensive and defensive plays, time-sensitive decisions, and real-game challenges. Assessment focuses on application of football skills, execution of strategies, communication, leadership, and adaptability under pressure. Feedback from instructors and peers is used to guide improvement, reinforce learning, and prepare athletes for competitive game situations.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class



Formative or Summative

Summative

Assignment

View last season's 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. Emphasis will be placed on your plan for growth between seasons using drills, fitness and exercise.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read and take notes on The Art of Flag Football: A COMPLETE GUIDE TO DRILLS which is authored by Liz and Katie Sowers. You will write a 2–3 page APA-formatted paper briefly applying each defense AND offense plan to your position and discuss how to address it using the book's recommendations.. You will be graded on your understanding of key defense and offense 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

Outside of class

Formative or Summative

Summative

Assignment

Write a thoughtful reflection that is about 1 page. Be honest, specific, and reflective. This is not about giving the "right" answer. It is about showing that you can think about your role as a teammate and athlete. You may organize your writing however you want, but be sure to address all areas below.

1. Your Experience with Inclusion

Describe a time in sports (flag football or another sport) when you or someone else felt included and supported or left out or judged. What happened? How did it affect that person's confidence, performance, or enjoyment of the sport?

2. Barriers to Inclusion in Sports

What are some reasons people might feel excluded in sports like flag football? Consider things such as: Skill level, Athletic ability, Body type, Gender, Personality (quiet vs. outgoing), Being new to the team, or Social groups or cliques. Explain why these barriers matter and how they can hurt both individuals and the team as a whole.

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 off-season flag football skills, such as passing mechanics, route running, defensive positioning, and flag pulling, as well as preparing the body and mind for an upcoming season. You will do this 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.

This course intentionally integrates diversity, equity, and inclusion by creating a safe and supportive environment for athletes of all backgrounds, genders, cultures, and abilities. Coaching strategies and drills are adapted to accommodate varied skill levels, body types, and learning styles, ensuring all participants can engage fully and safely. Team activities, scrimmages, and role-play exercises emphasize collaboration, respect, and communication across differences, fostering an inclusive team culture. Students also reflect on their own experiences and perspectives to understand how diversity influences teamwork, leadership, and performance in athletics.

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 by accommodating different skill levels, learning styles, and backgrounds. Instruction incorporates demonstrations, video analysis, role-play, and simulations to provide multiple ways to engage with content. Assessments include skill-based evaluations, physical conditioning

metrics, portfolios, and reflective assignments, allowing students to demonstrate growth in varied formats. Team activities and collaborative exercises promote communication, leadership, and peer learning, ensuring all athletes can participate meaningfully. Course materials, drills, and feedback are structured to foster an inclusive environment where every student has equitable opportunities to develop athletic skills, tactical understanding, and personal growth.

Interactions

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

The course emphasizes collaborative learning through partner and small-group drills, scrimmages, and situational role-play exercises. Students provide peer feedback on skills, conditioning, and tactical execution, fostering accountability, communication, and teamwork. Collaborative problem-solving and group strategy discussions encourage students to learn from one another, build trust, and apply diverse perspectives to enhance team cohesion and on-field performance.

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

Instructors provide ongoing guidance, demonstration, and feedback during drills, skill development, conditioning exercises, and scrimmages. They offer individualized coaching to address technique, tactical decision-making, and physical performance, ensuring each student can progress safely and effectively. Regular check-ins, progress assessments, and reflective discussions allow instructors to monitor growth, set goals, and support student-athletes in achieving peak preseason readiness.

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

Students engage directly with football-specific content through skill drills, tactical exercises, scrimmages, and conditioning routines. Video analysis, playbook study, and guided practice allow students to understand strategies, techniques, and game concepts. Assignments such as reflective journals, self-assessments, and individualized training plans encourage students to internalize course material, track progress, and apply knowledge to improve performance on and off the field.

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

The course promotes metacognitive engagement by encouraging students to reflect on their own performance, strengths, and areas for improvement. Through self-assessments, goal-setting exercises, reflective journaling, and review of video footage, athletes monitor their physical, technical, and tactical growth. This process helps students develop self-awareness, adjust training strategies, and take ownership of their athletic development, fostering lifelong learning and improved performance.

Key: 3274