Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: FITN 215 **Year: 2025-2026**

Course Title: Aerobic Conditioning **Credit Hours: 1**

I. Course Description: This course will examine the basics of aerobic conditioning though a combination of group lecture and hands-on instruction. Each student will participate in a variety of cardiovascular workouts to improve fitness, health and overall wellbeing. The course will provide knowledge and skills needed to perform safe and effective group and individual cardiovascular workouts. Principles of physical fitness and fitness program development will be discussed so students can successfully design training programs for themselves or others. Prior completion of, or concurrent enrollment in, ENGL 100 and RDNG 116 if required by placement. 1 Cr. (2 Lab.) Fall semester.

II. Additional Course Information:

1. The course is designed for all students. It may be taken to satisfy an unrestrictive elective requirement or a restricted FITN elective.
2. Improving physical fitness, health, and overall wellness will lead to higher levels of energy which will, in turn, prove beneficial to all students involved in demanding work, academic, and family schedules.
3. Students should consult with a licensed physician to determine whether they are healthy enough for exercise.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain terminology associated with aerobic conditioning and physical activity
2. Explain and outline basic fitness principles
3. Demonstrate skills necessary for effective and safe participation in lifelong physical activity
4. Describe the benefits of and guidelines for physical activity
5. Lead an effective cardiovascular activity to improve cardiovascular fitness

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs - N/A

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.
Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes- N/A

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

SUNY General Education Outcomes- N/A

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING - Students will:

a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
b. develop well-reasoned arguments.

☐ INFORMATION MANAGEMENT - Students will:

a. perform the basic operations of personal computer use;
b. understand and use basic research techniques; and
c. locate, evaluate and synthesize information from a variety of sources.

☐ GENERAL EDUCATION CATEGORY - Area(s):
For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☒ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. Benefits of aerobic conditioning & terminology
2. Introduction to ExRx.net & assessments
3. Endurance activity
4. Agility, power & plyometrics
5. Flexibility
6. Interval training
7. Circuit training

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Establishing and participating in planned, appropriate, and approved exercise routine, including class attendance	30-50%
2. Fitness data collection and analysis	10-25%
3. Research and assignments	10-25%
4. Quizzes/Exams	0-20%

VII. Texts – None required

VIII. Bibliography of Supplemental Materials

1. Malek, M. H. *NSCA Essentials of Strength Training*. 2nd Ed (2011), Human Kinetics.
2. McArdle, W., Katch, F. and Katch, V. *Essentials of Exercise Physiology*. 3rd Ed. (2006) Lippincott, Williams and Williams. Baltimore, MD.
3. Powers, S. K. and E. T. Howley. *Exercise Physiology: Theory and Application to Fitness and Performance,* 7th Ed. (2009), McGraw Hill, New York, NY. ISBN-13 9780073376479
4. Delavier, F. *Strength Training Anatomy*. 3rd Ed. (2010). Human Kinetics, Champaign, IL ISBN-13: 9780736092265
5. Delavier, F. *Women's Strength Training Anatomy*. (2003). Human Kinetics, Champaign, IL. ISBN-13: 9780736048132
6. Haywood, K and N. Getchell. *Life Span Motor Development.* 5th Ed. (2009) Human Kinetics, Champaign, IL. ISBN-13: 9780736075527
7. Nelson, A. and J. Kokkonen. *Stretching Anatomy*. (2007) Human Kinetics, Champaign, IL. ISBN-13: 9780736059725
8. *American College of Sports Medicine ACSM Fitness Book.* 3rd Ed. (2003) Human Kinetics, Champaign, IL. ISBN-13: 9780736044066
9. Rahl, R. *Physical Activity and Health Guidelines eBook Recommendations for Various Ages*, *Fitness Levels, and Conditions from 57 Authoritative Sources*. (2010) Human Kinetics, Champaign, IL.ISBN-13: 9780736087544
10. Sandler, D. *Fundamental Weight Training*. (2010) Human Kinetics, Champaign, IL. ISBN-13: 9780736082808
11. Brown, L. (editor). *NSCA -National Strength & Conditioning Association, Strength Training eBook*. (2007) Human Kinetics, Champaign, IL. ISBN-13: 9780736084949
12. Westcott, W. and T. R. Baechle. *Strength Training Past 50*. 2nd Ed. (eBook - 2007) Human Kinetics, Champaign, IL. ISBN-13: 9780736082129
13. ACSM.org
14. ACEFITNESS.org
15. Hoeger W.W.K., Hoeger S. S., Hoeger C.I., and A. L. Fawson. *Principles & Labs for Fitness & Wellness*. Current Edition, Cengage Learning
16. Hoeger W.W.K., Hoeger S. S., Hoeger C.I., and A. L. Fawson. *Lifetime Physical Fitness & Wellness.* Current Edition, Cengage Learning.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified

Electronic:

- Discovery Health Channel CD-ROM Health & Wellness Lecture Launcher
- www.acsm.org (American College of Sports Medicine – ACSM)
- www.webmd.com (WEBMD) www.health.gov/healthypeople/publications (Healthy People 2010 Report)
- www.aahperd.org (American Alliance for Health, Physical Education, Recreation and Dance AAHPERD)
- www.cooperfitness.com (Cooper Fitness Center)
- www.nejm.org (New England Journal of Medicine)
- www.nationalwellness.org (National Wellness Institute)
- www.cdc.gov (Center for Disease Control & Prevention)
- www.acefitness.org (The American Council on Exercise)

Other:

The following Journals can be used as suggested research sources. Not all need to be accessed.

- JOPERD--The Journal of Physical Education, Recreation & Dance
- Human Movement Science, Elsevier B.V.
- Journal of Applied Biomechanics
- Journal of Exercise Physiology
- Physical and Health Education Journal
- Strength and Conditioning Journal

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.