Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: FITN 217 **Year: 2025-2026**

Course Title: Strength and Conditioning **Credit Hours: 1**

I. Course Description: This course will examine the basics of strength and conditioning through a combination of group lecture and hands on instruction. Each student will participate in various exercise and programming techniques to learn various strength and conditioning principles. The course will include proper instruction on weight lifting technique, directions for proper equipment usage, and introductory strength training theory and application so students can successfully create training programs for themselves or others. Substantial outside preparation is required in addition to class meetings. Prior completion of, or concurrent enrollment in, ENGL100 and RDNG116 if required by placement. 1 Cr. (2 Lab.) Fall and Spring Semesters.

II. Additional Course Information:

1. This course is designed for all students. It may be taken to satisfy an unrestrictive elective requirement or a restricted FITN elective.
2. Improving physical strength conditioning and overall health 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 in the Recreation: Exercise Studies major can use this course to help prepare for certification as a Personal Trainer or Strength and Conditioning Specialist. Although this course is used to help prepare for Kinesiology-based certifications, it is not a stand-alone course and should be taken in conjunction with other exercise-based RECR courses if certification is desired.
4. Students should consult with their personal 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, training theory, and basic strength training programming.
2. Demonstrate the use of strength training equipment, technique fundamentals and components of a safe and effective workout.
3. Explain basics of muscular anatomy to describe muscles being used in strength exercises.
4. Demonstrate competencies in different strength exercises and lifts learned.
5. Design and implement various strength training workouts to improve muscular strength, endurance and power output based on individual goals.

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.

Specify the Academic Program

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.	Overview of Strength Training & Conditioning
2.	Strength Training Program Design
3.	Technique Fundamentals & Spotting

4.	Exercise Technique
5.	Speed & Agility Training
6.	Safe Physical Training

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Establishing and participating in a regularly planned and approved appropriate exercise routine.	30-50%
2. Collecting personal fitness data during class sessions; understanding fitness-testing methods; recording and charting test results	15-35%
3. Research article assignments, strength and conditioning project	15-35%
4. Class attendance and participation	0-20%

VII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

1. Sands, W., Wurth, J., & J.Hewitt. *NSCA Essentials of Strength and Conditioning Manual* will be used as a guide for lecture purposes but will not be a required purchase for students. https://www.nsca.com/contentassets/116c55d64e1343d2b264e05aaf158a91/basics_of_strength_and_conditioning_manual.pdf

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

VIII. Bibliography of Supplemental Materials

1. NSCA Essentials of Strength Training and Conditioning, Haff and Triplett. Current Ed., Human Kinetics
2. McArdle, W., Katch, F. and V. Katch. (2015) *Essentials of Exercise Physiology*. Current edition. Lippincott, Williams and Williams. Baltimore, MD
3. Scott K Powers, Edward T Howley, (2020) *Exercise Physiology: Theory and Application to Fitness and Performance*, Current Edition. McGraw Hill, New York, NY ISBN-13 9780073376479
4. Delavier, Frederic. *Strength Training Anatomy*.3rd ed., 2010. Human Kinetics, Champaign, IL. ISBN-13: 9780736092265
5. Delavier, Frederic. *Women's Strength Training Anatomy*.1st ed., 2002. Human Kinetics, Champaign, IL.ISBN-13: 9780736048132
6. Kathleen Haywood, Nancy Getchell. (2018) *Life Span Motor Development*. Current Edition. Human Kinetics, Champaign, IL ISBN-13: 9780736075527
7. Arnold Nelson, Jouko Kokkonen (2020). *Stretching Anatomy*. Current Edition, 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, Riva. *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: 9781450408882
10. Sandler, David. *Fundamental Weight Training*. 2010. Human Kinetics, Champaign, IL. ISBN-13: 9780736082808

11. NSCA -National Strength & Conditioning Association, Lee Brown editor. *Strength Training*. (eBook) 2nd ed., 2007. Human Kinetics, Champaign, IL. ISBN-13: 9780736084949
12. Westcott, W., Baechle, T.R. *Strength Training Past 50*. (eBook) Current Ed., 2015. Human Kinetics, Champaign, IL. ISBN-13: 9780736082129
13. ACSM.org,
14. ACEFITNESS.org
15. Hoeger, W., Hoeger, S., Hoeger, C. & A. Fawson. *Principles & Labs for Fitness & Wellness*. Current Edition. Cengage Learning.
16. Hoeger, W., Hoeger, S., Hoeger, C. & A. 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:
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

Other: None specified

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.