UF Department of Applied Physiology and Kinesiology
College of Health and Human Performance
UNIVERSITY of FLORIDA

PRINCIPLES OF STRENGTH & CONDITIONING

APK3113C | 3 Credits | FALL 2025

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Course Info

INSTRUCTOR	**Ben Gordon, Ph.D., NSCA-CSCS, ACSM C-EP** **Office: FLG 106I** **Office Phone: 352-294-1755** **Email: bgordon1@ufl.edu** **Preferred Method of Contact: email**
OFFICE HOURS	**Thursday 3:30-5:30p**
MEETING TIME/LOCATION	**MCCA 1142, MWF Period 4 10:40-11:30A** **Or** **FLG 285, MWF Period 5 11:45-12:35P**

COURSE DESCRIPTION

This course is designed to develop the knowledge and practical skills necessary to design and implement strength and conditioning programs. For individuals who are interested in becoming certified personal trainers (NSCA-PT) or certified strength and conditioning specialists (CSCS) through the National Strength and Conditioning Association.

PREREQUISITE KNOWLEDGE AND SKILLS

APK 2100C and APK 2105C with minimum grades of C. While these are the only courses that are prerequisites for the course, the course will cover material from APK 3110 and APK 4125. Students who haven't had these course will need to dedicate more time to certain material.

REQUIRED AND RECOMMENDED MATERIALS

All required course materials will be provided on the APK3113 Canvas page and through PowerPoint. While there is no required text, the overwhelming majority of the course content comes from the following book: *Haff, G. Gregory, and N. Travis Triplett, eds. Essentials of strength training and conditioning 4th edition. Human kinetics, 2015.*

COURSE FORMAT

Students will have a different topic of Strength and Conditioning to focus on each week of the semester. All lectures of that week will be dedicated to that topic. At the end of each lecture topic there will be a quiz dedicated to that same topic.

COURSE LEARNING OBJECTIVES:

The following table describes the UF General Education student learning outcomes (SLOs) and the specific learning objectives for APK 3113c. By the end of this course, students should be able to:

Gen Ed SLOs	APK 3113c Course Goals	Assessment Method
Content: Demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.	• Describe the basic physiology of the skeletal, neuromuscular, and cardiovascular systems as they pertain to an athlete engaged in a strength and conditioning program • Identify the biomechanical factors that influence strength, power, and speed performance • Compare the expected physiological adaptations of anaerobic and aerobic training programs.	• Quizzes • Lecture Exams • Comprehensive Final
Communication: Communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.	• Recommend appropriate assessments of athletic performance and interpret test results. • Prescribe exercise training sessions with the intention of improving athletic performance in the areas of strength, power, speed, agility, aerobic capacity, anaerobic capacity, hypertrophy, and flexibility • Create a periodized annual strength and conditioning program incorporating all of the variables described above.	• Oral Program Exam
Critical Thinking: Analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.	• Analyze a sport with regards to the primary energy system, motor skills, joint movements, and skeletal muscles involved in its execution • Sit for the NSCA CSCS exam in your senior year, or upon graduation, if desired.	• Lecture exams • Comprehensive Final • Oral Programming Exam

Course Policies

ATTENDANCE POLICY

Students are expected to make every effort to attend all lectures and labs. If students cannot make it to the live lecture than they should watch the recorded version of the zoom lecture.

PERSONAL CONDUCT POLICY

Students are expected to exhibit behaviors that reflect highly upon themselves and our University.

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

EXAM MAKE-UP POLICY

Students who will be unavailable on the day of an exam may provide the instructor with evidence of their excuse and may be permitted the opportunity to complete the exam early or later at the discretion of the instructor.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available here. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or just click here. Summaries of course evaluation results are available to students here.

APK ADMINISTRATORS

For suggestions or concerns related to APK courses or programming, please reach out to any of the following:

- Dr. David Vaillancourt (he/him), APK Department Chair, vcourt@ufl.edu
- Dr. Demetra Christou (she/her), APK Department Vice Chair, ddchristou@hhp.ufl.edu
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, scoombes@ufl.edu
- Dr. Anna Gardner (she/her), APK Undergraduate Coordinator, akgardner@ufl.edu

UNIVERSITY POLICIES

For the full explanation of all university policies please click here. This link includes information regarding the honor pledge, in-class recording, students with disabilities resources, academic resources and wellness resources.

Grading

The following table outlines the percentage-accruing components of the course.

Evaluation Components (number of each)	% of Total Grade
Lecture Exams	40%
Module Quizzes	15%
Comprehensive Final	20%
Oral Exam (Program Design)	20%
Your Story Assignment	5%

Lecture Exams – The midterm lecture exams will (generally) consist of roughly 40 fill-in the blank, multiple choice and true/false questions and 2 free-response questions. The comprehensive lecture final will consist of 40 multiple choice questions and 2 short answer questions

Module Quizzes – Quizzes will be given throughout the semester after each section covered. These quizzes will be administered at the end of class. These quizzes are short and to the point, usually 10 questions. Each quiz could contain fill-in-the-blank, multiple choice, short answer, and true or false questions. Students can only use notes they created during the quizzes (they can be electronic notes).

Comprehensive Final – The final exam will consist of 40 multiple-choice, true-false, and short answer questions each worth 2 points and 1 free-response question worth 10 points. The exam will be completed in person in the regular classroom and will have a 2-hour time limit. The exam will be administered on the assigned exam day.

Oral Exam Program Design – Students will sign up for an oral exam in the last two weeks of the semester. When arriving at the oral exam, the student will be given an athlete with a specific health history, specific performance goals, and a specific time in the periodization of the athlete. The student will then be given 25 minutes to write out a session of training for this athlete in the specified time of their macrocycle. A rubric will be provided on Canvas.

Your Story Assignment - This is a short assignment at the start of the semester to help Dr. Gordon get to know you. There are 10 simple questions to answer about yourself that you'll turn in. Once you turn in the document, you'll sign up for a 10 minute time slot to meet with Dr. Gordon, so you can get to know each other.

APK IRON GATORS – This is an extra-credit project to get APK students more involved in fitness testing and physical activity. Within IRON GATORS there is a specific challenge known as the IRON GATOR challenge. The challenge requires a student to score in the 85th percentile in 10 different assessments of fitness. If students are able to complete 10 different assessments above the 85th percentile then they win the challenge. They'll receive a T-shirt and their name on the Iron Gators plaque. Students can also perform Iron Gators just for extra credit. Every assessment a student attempts is worth .02% on a student's final grade, and attempting 10 assessments of the IRON GATOR challenge is worth 1% on a student's final grade. So to receive 1% extra credit students simply need to attempt 10 assessments in the Iron Gator challenge.

To schedule Iron Gator Assessments please visit the canvas page and schedule one of the available time slots on the calendar. If you have trouble signing up, contact one of the undergraduate TA's. The undergraduate email is - IrongatorsAPK@gmail.com

Letter Grade	Percent Associated with Grade	GPA Impact
A	90.00-100%	4.0

B+	87.00-89.99%	3.33
B	80.00-86.99%	3.0
C+	77.00-79.99%	2.33
C	70.00-76.99%	2.0
D+	67.00-69.99%	1.33
D	60.00-66.99%	1.0
F	0-59.99%	0

Weekly Course Schedule

CRITICAL DATES & UF OBSERVED HOLIDAYS

- No Class: Labor Day, September 1st
- No Class: Homecoming, October 17th and 18th
- No Class: Veteran's Day, November 11th
- No Class: Thanksgiving, November 24th – 29th

WEEKLY SCHEDULE

Week	Dates	Assigned Module & Schedule Notes	Assignments
1	August 22	8/22 – Introduction	No Quiz
2	August 25, 27, 29	8/25 – Needs Analysis 8/27 – Needs Analysis 8/29 – Needs Analysis	Quiz 1
3	September 1, 3, 5	9/1 – **NO CLASS** 9/3 – Periodization – Annual Plan 9/5 – Periodization – Annual Plan	No Assignments
4	September 8, 10, 12	9/8 – Modality Integration – Annual Plan 9/10 - Modality Integration – Annual Plan 9/12 – Mobility Integration – Annual Plan	Quiz 2
5	September 15, 17, 19	9/15 – Corrective Exercise Program Design 9/17 – Corrective Exercise Program Design 9/19 – Corrective Exercise Program Design	Quiz 3
6	September 22, 24, 26	9/22 – Corrective Exercise Program Design 9/24 – Corrective Exercise Program Design 9/26 - Flexibility Program Design	Quiz 4
7	Sept/Oct 29, 1, 3	9/29 – Flexibility Program Design 10/1 – Flexibility Program Design 10/3 – Core Training Program Design	Quiz 5

8	October 6, 8, 10	10/6 – Core Training Program Design 10/8 – Core Training Work in Lab (FL 105) **10/10- Exam 1**	Exam 1
9	October 13, 15, 17	10/13 – Resistance Training Program 10/15 – Resistance Training Program **10/17 – NO CLASS**	No Assignments
10	October 20, 22, 24	10/20 – Resistance Training Program 10/22 – Resistance Training Program 10/24 – Resistance Training Program	No Assignments
11	Oct/Nov 27, 29, 31	10/27 – Resistance Training Program 10/29 – Resistance Training Program 10/31 – Power Training Program	Quiz 6
12	November 3, 5, 7	11/3 – Power Training Program 11/5 – Power Training Program 11/7 – **Exam 2**	Quiz 7 Exam 2
13	November 10, 12, 14	11/10 – Linear Speed Program Design 11/12 – Linear Speed Program Design 11/14 – Linear Speed Program Design	No Assignments
14	November 17, 19, 21	11/17 – Linear Speed Program Design 11/19 – SAQ Programming 11/21 – SAQ Programming	Quiz 8
15	November 24, 26, 28	11/24 – **NO CLASS** 11/26 – **NO CLASS** 11/28 – **NO CLASS**	Quiz 9
16	December 1, 3	12/1 – Conditioning Programming 12/3 – Conditioning Programming	Quiz 10
FINAL EXAM: 10:40A MWF Class – 12/10 - 3:00PM – IN NORMAL LECTURE ROOM FINAL EXAM: 11:45A MWF Class – 12/09 – 10:00AM – IN NORMAL LECTURE ROOM			

SUCCESS AND STUDY TIPS

- Do not fall behind. This course moves at a FAST pace…and you can easily get overwhelmed if you procrastinate. Avoid studying at the last minute.
- Snow-ball your lecture notes. Begin studying lecture material immediately after the first lecture. Then, after the second lecture, begin your studies with day one lecture material. Continue this all the way up to each exam.

- If there is something in the textbook that was NOT in lectures, you are not expected to know it. There is a lot in the text that we don't have time to cover.
- Re-write questions. Taking complex questions and breaking them down to identify exactly what the question is REALLY asking for is very helpful. It is also very helpful to look at incorrect answer choices and identify what makes those choices wrong. Ask yourself, "How could I make that statement correct?" You can practice this with the critical thinking questions at the end of each chapter.
- Stay organized. Keep track of all important due dates and move through each day in a uniform manner so that you are always aware of what you have done and what is left to be completed. Make a list every Monday morning of what you need to do that week and stick to the plan.
- Have a positive attitude! THIS STUFF IS COOL!