

Chadron State College

Health, Physical Education, and Human Performance

Internships Student Handbook 2020-2027



Program Address

Health, Physical Education, and Human Performance
Chadron State College
1000 Main Street
Chadron, NE 69337
(1-800-Chadron, 308-432-6000)

Internship Handbook

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Introduction to the Internship

Mission – Health, Physical Education, and Human Performance

The mission of the Chadron State College Health, Physical Education, and Human Performance (HPEHP) program is to meet the educational needs of individuals interested in the broad field of Recreation, which includes the disciplines of Sport and Leisure Services, Community and Adventure Recreation, and Fitness and Exercise. The students in Recreation will develop the philosophies, knowledge and skills to become leaders in these disciplines. The program is designed to foster a commitment to providing lifelong recreational opportunities for the general public.

Mission - Strength and Conditioning

The mission of the Strength and Conditioning option within the Sport, Fitness, and Recreation Management degree at Chadron State College is to prepare students to become strength and conditioning coaches able to serve the institution's service region and beyond. Students will gain knowledge and skills in the areas of training methodologies, program design, and administration. Upon completion of this degree option, students will be prepared to sit for the NSCA Certified Strength and Conditioning exam.

Internship Descriptions and Prerequisites

HPEHP 490 INTERNSHIP IN Sport, Fitness, and Recreation 1-6 Credits

Internship provides practical experience in the sport, fitness, and recreation profession. This course integrates related, supervised practical experience with academic studies and provides students with opportunities that will enhance their professional, educational, and personal development.

Prerequisites: HPEHP 234, HPEHP 333, HPEHP 334, and HPEHP 335 and Junior or above status

HPEHP 499 INTERNSHIP IN STRENGTH AND CONDITIONING 3 Credits

Internship provides practical experience in the strength and conditioning profession. This course integrates related, supervised practical experience with academic studies and provides students with opportunities that will enhance their professional, educational, and personal development.

Prerequisites: [HPEHP 332](#), [HPEHP 340](#) and Junior or above status

HPEHP 340 PRACTICUM IN STRENGTH AND CONDITIONING 3 Credits

Practicum in Strength and Conditioning will provide students with field experience within the Chadron State College Strength and Conditioning program. The field experience will be combined with classroom discussions dealing with research and practices relevant to the strength and conditioning professional.

Prerequisites: [HPEHP 204](#), [232](#), and Junior or above status

HPEHP 690 INTERNSHIP 1-6 Credits

Provides practical experience in physical education, recreation, coaching or athletic training.

Add Consent: Instructor Consent

Requirements: Students must first complete a minimum of 18 credit hours in their degree program.

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Expectations

Expectations of the HPEHP Student

1. All students must select a site with supervisor that meets the proper qualifications. Site Supervisors in HPEHP 499 must be a current National Strength and Conditioning Association Certified Strength and Conditioning Specialist (CSCS).
2. The student must provide the site supervisor with a copy of the Site Supervisor Handbook.
3. Student must complete the supervision contract with the Site Supervisor and the College Supervisor.
4. The HPEHP student is expected to meet with the Site Supervisor on a regular basis. The student is also to remain in regular contact with the College supervisor through the Canvas portal.

Expectations of the College Supervisor

(College Supervisor may be either the HPEHP Field Experience Coordinator or the Internship Instructor)

1. The College Supervisor will collaborate with the student in formulating goals for the internship.
2. The College Supervisor will provide the Site Supervisor Handbook to the student for distribution to the Site Supervisor. College Supervisor will meet through telephone call, Zoom, email, or in person to discuss expectations site supervisor and student. This meeting will take place before the end of the first week of the semester in which the internship occurs.
3. The College Supervisor will maintain contact with the Site Supervisor regarding the performance of the student throughout the semester. Formal meetings must take place during midterm week and finals week of the semester in which the internship occurs. Meetings will occur via Zoom, telephone, email, or face to face.
4. The College Supervisor is to provide students with feedback regarding their performance. A formal meeting must take place during finals week of the semester in which the internship occurs. This meeting will occur via Zoom, telephone, email, or face to face.

Expectations of the Site Supervisor

1. Strength and Conditioning Site Supervisors must have the following qualifications: Be CSCS Certified (CASCE, II.E)
2. The Site Supervisor is to be appraised of the goals, objectives, requirements, and procedures of the program. The Site Supervisor will also receive a Site Supervisor Handbook from the student.
3. The Site Supervisor will complete a supervision contract with the student.
4. The Site Supervisor must meet with the student about the performance in the work setting on a weekly basis. This supervision must include but is not limited to:
 - a. Instructing the student in all matters related to their internship
 - b. Assistance for the student in development of relevant skills
 - c. Assurance that the policies of the Site are understood and carried out.
 - d. Critique of the student's contact with clients or athletes.
5. The Site Supervisor is to provide the HPEHP student with sufficient experience in areas typically part of the Site Supervisor's role and function.
6. The Site Supervisor is responsible for approving the intern's daily time logs on the Typhon Website
7. The Site Supervisor is to provide a midterm and ending evaluation of the student. Both the Grading Rubric and the Final Evaluation Rubric will be submitted through the Typhon Website.
8. The Site Supervisor will meet with the College Supervisor on three occasions during the internship. The meetings will take place the first week of the semester, midterm week, and finals week. The meetings may take place via Zoom, telephone, email, or face to face.

Expectations of the Training Site

1. The Site is expected to have a sustained interest in participating in the professional education and development of HPEHP students.
2. Site will provide adequate equipment needed to perform strength and conditioning related activities.
3. The Site will maintain a safe work and training environment.

4. The Site will provide the student with a variety of experiences typical of those encountered by the Site's staff.

The Site will regard the student as a professional in training and accord the student the generally expected professional courtesies.

Ethical Standards and Considerations

Documentation

Prior to beginning working at the internship Site, the HPEHP student must submit the required documentation to the College Supervisor. The College Supervisor must approve the documentation before the student may begin work in the field. Required documentation includes a) signed supervisor/student agreement, b) Student Enrollment Form.

Documentation for HPEHP 499 Internship in Strength and Conditioning

Prior to beginning working at the internship Site, the strength and conditioning student must submit the required documentation to the Field Experience Coordinator. The Field Experience Coordinator must approve the documentation before the student may begin work in the field. Required documentation includes a) copy of Site Supervisor's credentials, b) signed supervisor/student agreement, c) Memorandum of Understanding (MOU) signed by the Site Supervisor and Field Experience Coordinator.

Strength and Conditioning Professional and Ethical Standards

The Chadron State College Strength and Conditioning Program subscribes to the National Strength and Conditioning Association (NSCA) Professional Standards and Guidelines. Students of this program are expected to be aware of the standards and behave in the subscribed ethical manner.

Time Requirement

HPEHP students are required to complete 50 contact hours of internship per 1 credit hour of course work. For example, a three credit hour internship will require 150 hours of work. This does not include time spent by the student to complete final evaluations and the portfolio. Strength and Conditioning interns are required to complete 300 hours of field experience based on CASCE standards. 150 hours will be completed in HPEHP 340 Practicum. The remainder of the 150 hours are required in HPEHP 499 Strength and Conditioning Internship. Hours will be submitted and recorded through Typhon.

CSC Online and Typhon

HPEHP students will be required to use two online learning platforms to submit information to the College Supervisor and Site Supervisor during the internship. CSC Online (CANVAS) will be used to submit Learning Outcomes, Discussions, and the final Portfolio. Daily Time Logs and Final Evaluations will be submitted through Typhon. Students must submit a Daily Time Log, which includes a brief narrative of the day's activities, every day that hours are worked at the internship site. Instructions for the use of Typhon can be found in Appendix K through Appendix O.

Dismissal

Students can be dismissed from their internship if they demonstrate behavior that conflicts with professionalism or for any reason a supervisor may deem appropriate. The consequences of being dismissed from an internship will depend on the severity of the dismissal. All student issues and consequences related to internships will be handled by the internship course instructor and supervising academic dean.

Appendix A: CSC HPEHP Internship Checklist

Enrollment Checklist

(All must be submitted to the HPEHP Field Experience Coordinator)

1. _____ Enrollment Form
2. _____ Internship Training Agreement
3. _____ Proof of Site Supervisor Qualifications (HPEHP 499)
4. _____ Memorandum of Understanding (HPEHP 499)

Internship Activities Checklist

1. _____ Complete Typhon Training (Completed in CANVAS)
2. _____ Learning Outcomes (Submitted through CANVAS)
3. _____ Daily Time Logs (Submitted through Typhon)
4. _____ Discussions (Submitted through CANVAS)
5. _____ Final Portfolio (Submitted through CANVAS)
6. _____ Final Evaluations (Submitted through Typhon)

Appendix A: Enrollment Form

Chadron State College Internship Enrollment Form

OFFICE USE ONLY

Course Prefix, Number, & Section (i.e. AGRI 390 - 7901)

This form must be completed and approved prior to being enrolled in any internship course.

Student Information

Student Name:

Phone Number:

NUID:

EagleMail:

Expected Graduation:

Current GPA:

Semester for internship completion: ☐ Fall ☐ Spring ☐ Summer Year:

Internship Credit Hours:

Total Number of credit hours for semester:

Student Statement of Understanding

1. I agree to comply with the program requirements, complete and submit written requirements within the time frame established for each work experience.
2. I acknowledge I will not be placed into an internship course without securing an internship site and providing the internship site agreement to my faculty advisor.
3. I understand that when placed in an internship site, I will not be able to file an unemployment claim against my employer at the end of the experience. Federal Unemployment Act Provision, Title XXVI, Section 3306©, (10), (C).

Student Applicant Signature

Date

Internship Site Information

Internship Site:

Internship Site Address:

Internship Supervisor Name:

Phone Number:

Supervisor Email:

Expected number of weeks to be worked as part of internship: hours per week

Career Scholarship Disclosure

I am a Nebraska Career Scholarship Recipient: ☐ Yes ☐ N

January 2026

Students who have acquired a Nebraska Career Scholarship **must** complete an internship of at least one credit hour in the state of Nebraska.

Faculty Advisor Information

Faculty Advisor: _____ Faculty Email: _____
Internship Course for Credit: _____ (i.e. AGRI 490)
Instructor Name (if different from advisor): _____

Faculty Advisor Signature

Date

Dean Approval

When faculty advisor has approved enrollment request, please submit this form to the appropriate school dean.

☐

Approved

☐

Not Approved

Approving Dean Signature

Date

Approval for Payment at Course Conclusion

I certify that a grade has been posted for the course.

Approving Dean Signature

Date

☐

A completed form has been sent to Human Resources for processing of instructor payment.

January 2026

Appendix C: Internship Training Agreement

Chadron State College Internship Training Agreement

Student Intern Name: _____ NUID: _____

Internship Site Name: _____

Internship Location: _____

Internship Supervisor Name: _____

Internship Supervisor Email Address: _____

Internship Supervisor Phone Number: _____

Hours per week: _____ Start Date: _____ End Date: _____

Total Hours: _____

Academic internships provide students with the opportunity to connect their academic program to experiential learning in a professional setting. In recognition of the roles, responsibilities, and expectations of the college instructor, student intern, and internship site supervisor, all parties agree as follows:

Responsibilities of Student Intern:

As the student enters the internship site, he/she is expected to assume, as much as possible, the role of a regular staff member. The responsibilities include:

1. Adhering to internship site work hours, policies, procedures and rules governing professional staff behavior.
2. Adhering to internship site policies governing the observation of confidentiality and the handling of confidential information.
3. Maintaining professional relationships with internship site employees, customers, and so forth.
4. Relating and applying knowledge acquired in the academic setting to the internship site setting.
5. Developing a self-awareness regarding attitudes, values, behavior patterns and so forth.
6. Being consistent and punctual in the submission of all work assignments to the internship site supervisor and college instructor.
7. Notifying your internship site supervisor in advance if you are unable to attend work or need to adjust your schedule.
8. Record, review, and sign weekly time logs and submit to internship site supervisor and college instructor.

Responsibilities of Internship Site Supervisor:

It is the responsibility of the Internship Site Supervisor to provide direct on-the-job supervision of the student intern that includes the following:

1. Orienting the student intern to the internship site's structure and operation.
2. Orienting the student intern to the Internship Site's policies and procedures regarding appropriate dress, office hours and applicable leave policies.
3. Introducing the Student Intern to the appropriate professional and clerical staff.
4. Providing the Student Intern with adequate resources necessary to accomplish job objectives.
5. Orienting the Student Intern to the policies and procedures of the personnel department.
6. Affording the Student Intern the opportunity to identify with the supervisor as a professional staff person by jointly participating in appropriate workplace activities.
7. Assigning and supervising the completion of tasks and responsibilities that are consistent with the students defined internship goals and outcomes to be completed with Internship Site Supervisor.
8. Site may request to the college, based on Student Intern's performance or attendance record or whose health status is a detriment to the student's successful completion of the internship program to withdraw. Site will work with the College Instructor to withdraw the student from a specific assignment. In cases where student performance is an immediate detriment, Internship Site Supervisor can require the student to be removed immediately. The final decision shall be made between the Internship Site and the College Instructor.
9. Providing regularly scheduled supervisory conferences with the Student Intern.
10. Submitting an evaluation on the Student Intern's internship performance.
11. Submitting a Role and Responsibility description consistent with the agreed upon goals and learning outcomes for the Student Intern by the end of the Student Intern's first week at the Internship Site.

FERPA: The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records and prohibits schools from releasing student education records without the consent of eligible students. Both parties agree to comply with the FERPA rights of student records.

Non-discrimination: All Parties agrees to comply fully with Title VI of the Civil Rights Act of 1964, as amended, the Nebraska Fair Employment Practice Act, Neb. Rev. Stat. §§48-1101 to 48-1125, as amended, and Board Policy 5000 in that there shall be no discrimination against any employee, student or individual who is involved in the performance of this Agreement, because of age, color, national origin, race, religion, disability, sex, sexual orientation, or gender identity. This provision shall include, but not be limited to employment, promotion, demotion, transfer, recruitment, layoff, termination, rates of pay or other forms of compensation, and selection for training including apprenticeship.

ADA and Drug-Free Workplace: All provisions of this Agreement are subject to the Americans with Disabilities Act (ADA). Further, the Internship Site certifies that the Internship Site operates a drug-free workplace and, during the term of this Contract, will be in compliance with the provisions of the Drug-Free Workplace Act of 1988.

Student Intern Signature

Date

Internship Site Supervisor Signature

Date

Note: This document is not a legal contract. It may be terminated at any time by any party. Its purpose is to establish a shared understanding of the goals and objectives of the internship program.

Appendix D: Memorandum of Understanding

(Strength and Conditioning Students Only)

MEMORADUM OF UNDERSTANDING BETWEEN [SITE NAME] AND BOARD OF TRUSTEES OF THE NEBRASKA STATE COLLEGES DBA CHADRON STATE COLLEGE

This Memorandum of Understanding (Hereafter “Agreement”) establishes a basis for mutual understanding between the [Insert Company Name] (Hereafter “Internship Site”) and the Board of Trustees of the Nebraska State Colleges doing business as Chadron State College, a public state college (Hereafter “College”).

WHEREAS, [INTERNSHIP SITE] provides an opportunity for college students (Student Intern) to be exposed to a vast array of closely-related practical work experiences designed to strengthen a student’s job skills.

WHEREAS, College provides educational programs to its students and desires to obtain an internship experience for its students in the Sports, Fitness, and Recreation degree program with a Strength and Conditioning option.

NOW, THEREFORE, in consideration of the terms and conditions set forth below, the Parties agree as follows:

Responsibilities of College Supervisor

1. The College Supervisor will be the Field Experience Coordinator
2. The College Supervisor will assume overall responsibility for consultation with the Internship Site Supervisor and Student Intern on objectives, agreements, and other internship-related tasks. The College Supervisor is available to the Student Intern in an advisory capacity with respect to assisting the student intern to achieve the stated objective of the internship.
3. The College agrees to:
 1. Conduct an individual pre-placement orientation and introduce the Student Intern to the nature and purpose of the internship.
 2. Orient and introduce the Internship Site Supervisor to the purpose and objectives of the internship.
 3. Consult with the Internship Site Supervisor and Student Intern on a regular basis regarding the student intern’s performance.
 4. Assume responsibility for the removal of a Student Intern from the Internship Site, in coordination with Internship Site Supervisor, whenever necessary.

Responsibilities of Student:

As the student enters the Internship Site, he/she is expected to assume, as much as possible, the role of a regular staff member. The responsibilities include:

1. Adhering to Internship Site work hours, policies, procedures and rules governing professional staff behavior.
2. Adhering to Internship Site policies governing the observation of confidentiality and the handling of confidential information.
3. Maintaining professional relationships with Internship Site employees, customers and so forth.
4. Relating and applying knowledge acquired in the academic setting to the Internship Site setting.
5. Developing a self-awareness regarding attitudes, values, behavior patterns and so forth that influence work.
6. Preparing for and utilizing conferences and other opportunities of learning afforded in the Internship Site.
7. Being consistent and punctual in the submission of all work assignments to the Internship Site Supervisor and College Supervisor.
8. Providing the College Supervisor with periodic progress reports.
9. Notifying your Internship Site Supervisor in advance, if you are unable to attend work or need to adjust your schedule.
10. Record, review and sign weekly time logs and submit to Internship Site Supervisor and College Supervisor

Responsibilities of Internship Site:

It is the responsibility of the Site to provide direct on-the-job supervision of the student intern that includes the following:

1. Orienting the Student Intern to the Internship Site's structure and operation.
2. Orienting the Student Intern to the Internship Site's policies and procedures regarding appropriate dress, office hours and applicable leave policies.
3. Introducing the Student Intern to the appropriate professional and clerical staff.
4. Providing the Student Intern with adequate resources necessary to accomplish job objectives.
5. Orienting the Student Intern to the policies and procedures of the personnel department.
6. Affording the Student Intern the opportunity to identify with the supervisor as a professional staff person by jointly participating in appropriate workplace activities.
7. Assigning and supervising the completion of tasks and responsibilities that are consistent with the students defined internship goals and outcomes to be completed with Internship Site Supervisor.
8. Site may request to the college, based on Student Intern's performance or attendance record or whose health status is a detriment to the student's successful completion of the internship program to withdraw. Site will work with the Field Experience Coordinator to withdraw the student from a specific assignment. In cases where student performance is an immediate detriment, Internship Site can require the student to be removed immediately. The final decision shall be made between the Internship Site and the College Supervisor.
9. Providing regularly scheduled supervisory conferences with the Student Intern.

10. Participating in joint and individual conferences with the Student Intern and College Supervisor regarding the Student Intern's performance.
11. Submitting an evaluation on the Student Intern's internship performance.
12. Submitting a Role and Responsibility description consistent with the agreed upon goals and learning outcomes for the Student Intern by the end of the Student Intern's first week at the Internship Site.

Terms: This Agreement shall be effective (insert date) and shall last for a period of five (5) years unless terminated earlier by one or both of the institutions. Either institution may terminate this Agreement by giving thirty (30) days' written notice to the other institution at the address hereinafter set forth. Both institutions may terminate this Agreement at any time by mutual consent.

Liability: To the extent permitted by law, the College and the Site, each acting as an "indemnifying party," shall indemnify, defend and hold harmless the other party, its officers, agents and employees from any claims, actions, liability or cost, including reasonable attorneys' fees or cost of defense arising out of or in any way relating to the services performed under this Agreement and arising from the intentional or negligent acts or omissions of the indemnifying party or its employees. Neither party will be considered the agent of the other nor does neither party assume any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not party to this Agreement.

FERPA: The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records and prohibits schools from releasing student education records without the consent of eligible students. Both parties agree to comply with the FERPA rights of student records.

Contact Person and Notices: The designated individuals for purposes of monitoring and oversight of this Agreement are:

For College:

Dean of Professional Studies and

Applied Sciences

1000 Main Street

Chadron, NE 69337

For Site:

Supervisor Name & Title

Address of Site

Non-discrimination: All Parties agrees to comply fully with Title VI of the Civil Rights Act of 1964, as amended, the Nebraska Fair Employment Practice Act, Neb. Rev. Stat. §§48-1101 to 48-1125, as amended, and Board Policy 5000 in that there shall be no discrimination against any employee, student or individual who is involved in the performance of this Agreement, because of age, color, national origin, race, religion, disability, sex, sexual orientation, or gender identity. This provision shall include, but not be limited to employment, promotion, demotion, transfer, recruitment, layoff, termination, rates of pay or other forms of compensation, and selection for training including apprenticeship.

ADA and Drug-Free Workplace: All provisions of this Agreement are subject to the Americans with Disabilities Act (ADA). Further, the Internship Site certifies that the Internship Site operates a drug-free workplace and, during the term of this Contract, will be in compliance with the provisions of the Drug-Free Workplace Act of 1988.

Severability: In the event one or more of the provisions contained in this Agreement are declared invalid, illegal, or unenforceable in any respect, the validity, legality, and enforceability of the remaining provisions shall not in any way be impaired thereby unless the effect of such invalidity is to substantially impair or undermine either party's rights and benefits hereunder.

Assignment: This Agreement is personal to the parties and may not be assigned or transferred without written consent of the other party.

Waiver: The failure of either party to insist in any one or more instances upon performance of any terms or conditions of this Agreement shall not be construed as a waiver of future performance of any such term, covenant, or condition; but the obligations of such party with respect thereto shall continue in full force and effect.

Recitals: The recitals are intended to describe the intent of the parties and the circumstances under which this Agreement is executed and shall be considered in the interpretation of this Agreement.

Amendment: This Agreement may be amended only by written agreement of the parties.

Applicable Law: This Agreement shall be interpreted, construed, and governed according to the laws of the state of Nebraska.

ACCPETED AND AGREED:

Internship Site

The Board of Trustees of the Nebraska

State Colleges doing business as Chadron

State College

Representative Name (Printed)

Name (Printed)

Signature

Signature

Date

Date

Phone Number

Phone Number

Appendix E: Final Evaluation – Site Supervisor

(To be completed on Typhon)

Supervisor's ratings are helpful to us in evaluating the student's performance, may serve as a basis for counseling and become a part of the student's internship file. We would appreciate your frank opinions on the form below. Please evaluate the student objectively, comparing him/her with other students of comparable academic level and training; with other employees serving in similarly classified positions; and with individual standards of performance. Should additional space be necessary for your comments, please feel free to attach a separate sheet to the form.

Student: _____ Date of Evaluation _____

Internship Site _____

Supervisor Signature _____

Please Rate the Student on the following:

	Advanced	Proficient	Competent	Needs Improvement	Unacceptable	NA
Attitude towards superiors						
Attitude towards co-workers						
Quality of work accomplished						
Ability to learn on the job						
Ability to get along with others						
Oral communication skills						
Written communication skills						
Ability to follow directions						
Ability to think and act independently						
Willingness to learn						
Personal appearance						
Initiative						
Dependability						
Punctuality						
Conformance to organizational policy						
Maturity						
Ability to use materials/equipment						
OVERALL RATING						

What are the student's major professional assets and strengths?

What are the student's major professional developmental needs?

Based on the above evaluation, _____ I would hire this individual
_____ I would hire this individual with conditions
_____ I would not hire this individual

Supervisor's Signature _____ Date _____

Appendix F: S&C Final Evaluation – Site Supervisor
(To be completed on Typhon)

Strength & Conditioning Field Experience Learning Outcomes
Site Supervisor Final Evaluation Rubric

Course: HPEHP 340 or HPEHP 490 (Circle One)

Evaluate the student based on the information provided in the “Essentials of Strength and Training and Conditioning” textbook. This is a required text for the students to complete the program. Rate the students on the following scale for each standard:

1 – Performed all skills/activities correctly

0 – Did not perform all skills/activities correctly

The skills/activities are listed below. The page number to locate the proper technique/knowledge required for each activity in the “Essentials” text is in parenthesis.

The student must demonstrate application of the proper skills and knowledge in the following areas:	Rating
Warm-up (317)	
Flexibility training techniques (329)	
Exercise technique (351 and 409)	
Spotting (354)	
Olympic-Style Lifting (400)	
Progressions (566)	
Test Selection and Administration (249)	
Program Design (439)	
Seed/Agility/Plyometric Training (471,521)	
Anaerobic and Aerobic Program Design (559)	
Periodization (21)	

Comments:

Supervisor Signature _____
Date _____

Appendix G: Final Evaluation – Student

(To be completed on Typhon)

****Your comments will not affect your final grade or the possibility of future employment with your employer. This document is for inoffice use only.**

STUDENT NAME: _____

INTERNSHIP SITE/SUPERVISORS NAME: _____

EXPERIENCE WAS (CIRCLE ONE) PAID UNPAID

TERM ENROLLED: _____

DIRECTIONS: Objectively evaluate your internship experience using the rating scale below:

E –Excellent A–Above Average S –Satisfactory N–Needs Improvement U –Unsatisfactory N/A–Not Applicable

	RATING	COMMENTS, EXAMPLES
WORK EXPERIENCE		
Relationship of work to career goals	_____	_____
Training received	_____	_____
Supervision received	_____	_____
Level of responsibility assigned	_____	_____
Overall rating of work experience	_____	_____
LEARNING EXPERIENCE		
Learned new information, skills, or techniques	_____	_____
Gained new career/professional knowledge	_____	_____
Relationship of academic assignments to work	_____	_____
Overall rating of learning	_____	_____
PERSONAL DEVELOPMENT		
Gained greater self-confidence	_____	_____
Improved understanding of strengths, weaknesses	_____	_____
Met people who contributed to professional growth	_____	_____
OVERALL EXPERIENCE RATING	_____	_____

How did this experience affect your educational or professional plans? (circle one)

Confirmed Plans Changed Plans

What do you consider the best aspects of this experience?

What would you consider the weaker aspects of this experience?

Appendix H: Final Portfolio Requirements

Final Portfolio Requirements

(Submitted through CANVAS)

Please include the following items:

- Title Page
- Copy of Learning Outcomes
- Reflective Paper
- Copy of Resume updated to reflect your internship experience
- Copy of Thank You Letter to Supervisor

SUGGESTIONS FOR WRITING YOUR REFLECTIVE PAPER

- Minimum of six pages, typed and double spaced
- Be sure to introduce yourself and your experience.
- The faculty person who grades your paper may not be familiar with your goals or how your experience parallels your program of study.
- For the rest of your paper, explain in detail:
 - Your job and its relationship to other functions of the organization or the school
 - Each Learning Outcome, how it was accomplished, what was learned, how it relates to your academic studies
 - Benefits of the experience (personal, developmental, professional)
 - Summarize your experience at the end of your paper

SUGGESTIONS FOR SUPPORTING MATERIALS (OPTIONAL)

- Pictures, news articles, bibliography of professional readings, videos
- Records or other supporting documentation
- Examples of projects, presentations, printouts, memos
- Manuals or brochures
- Handouts received or utilized during experience
- Certificates of training, workshops, seminars
- Letter of recommendation from supervisor

(Submitted through Typhon)

TOTAL HOURS FOR WEEK: _____ TOTAL HOURS TO DATE: _____

Sunday Date: _____ Hours: _____ Activities:	Monday Date: _____ Hours: _____ Activities:
Tuesday Date: _____ Hours: _____ Activities:	Wednesday Date: _____ Hours: _____ Activities:
Thursday Date: _____ Hours: _____ Activities:	Friday Date: _____ Hours: _____ Activities:
Saturday Date: _____ Hours: _____ Activities:	Student Comments:

Supervisor

Appendix J: NSCA Professional Standards and Guidelines

<https://www.nsca.com/education/articles/nsca-strength-and-conditioning-professional-standards-and-guidelines/>

Appendix K: Student instructions for Typhon

Students will be sent an email with login instructions from the Field Experience Coordinator. The student's CSC username and password will be used to gain access to the site.

Once logged into Typhon, students will first complete set-up by selecting the "Modifying Account Information" and the "Set Up Default Choices" tabs. Instructions for those items are located in Appendix L and Appendix M.

Students will use the "Other Activities & Reports" functions to submit their daily time logs and to complete the end of course evaluations. Instructions for the "My Time Logs" and "My Evaluations & Surveys" sections are located in Appendix N and Appendix O.

Daily Time Logs must be submitted in Typhon within 7 days of when the hours were completed. It is recommended that the student submit Time Logs on the day hours were earned. Time Log requirements are:

- **Hours worked each day**
- **"Time Log Notes" are required for every day hours are earned.**
- **Students must also check all relevant activities in "Other Time Activities" for each day.**

Site Supervisors will Approve or Not Approve all submitted hours.

Final Evaluations must be completed once the required work hours have been achieved. This must be no later than the last day of Finals Week for the semester.

Students will NOT be required to use the "Case Log Management" or "Case Log Reports" functions.

Additional instructions for the Typhon site are available on the student's Typhon Home page.

Appendix L: Instructions to Modify Account Information in Typhon

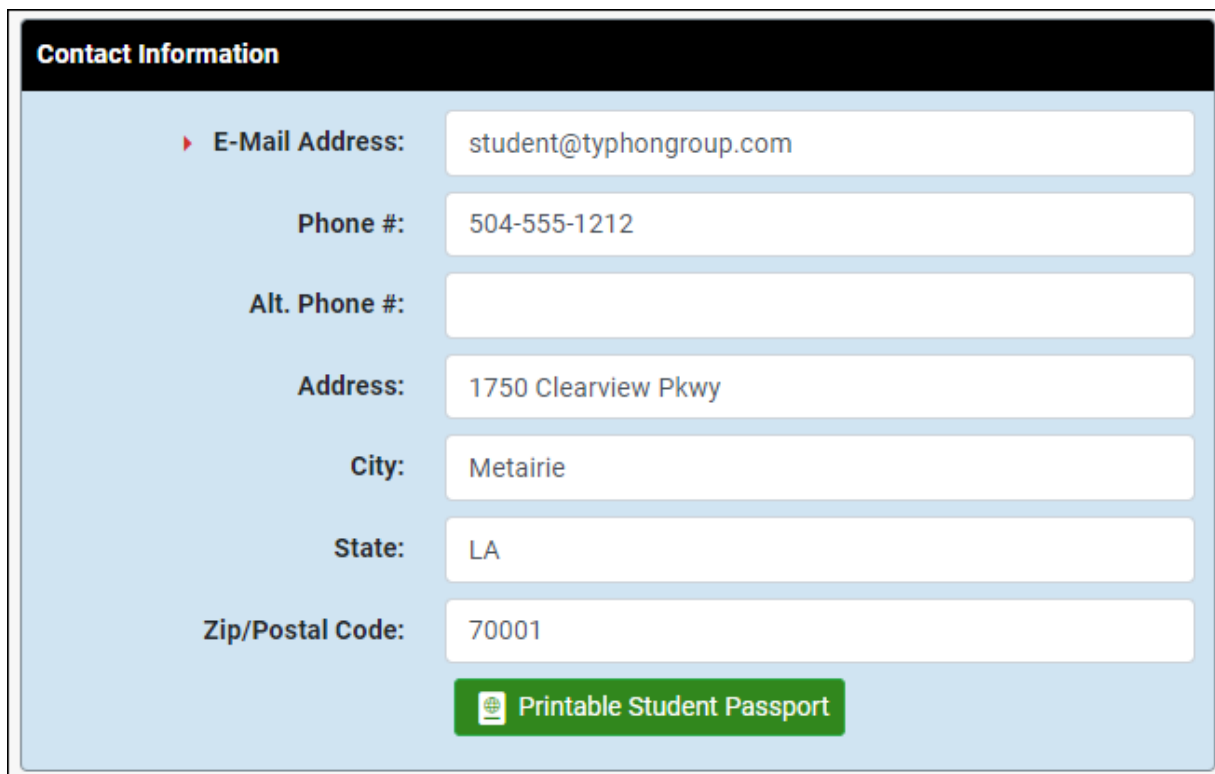
Modify Account Information

Access and update your contact information

To access and update your contact information, click on **Modify Account Information** under **Your Account** on the Main Menu.

The first time you logged into the system, you were prompted to accept the End User License Agreement. This agreement will always be available on the bottom of your Modify Account Information page. This area will also include the date the agreement was accepted.

At the top of the **Contact Information** section, you will see your **E-Mail Address**. If this field is grayed out, then your administrator has restricted you from being able to change your e-mail address, otherwise, you will be able to update it. Other fields such as phone number, address, etc. can be updated by you at any time and will be seen by your program. However, you will not be able to change the spelling of your name or user login yourself. If your name or login is incorrect, you must contact your school's program administrator and have them change it for you.



► E-Mail Address:	student@typhongroup.com
Phone #:	504-555-1212
Alt. Phone #:	
Address:	1750 Clearview Pkwy
City:	Metairie
State:	LA
Zip/Postal Code:	70001

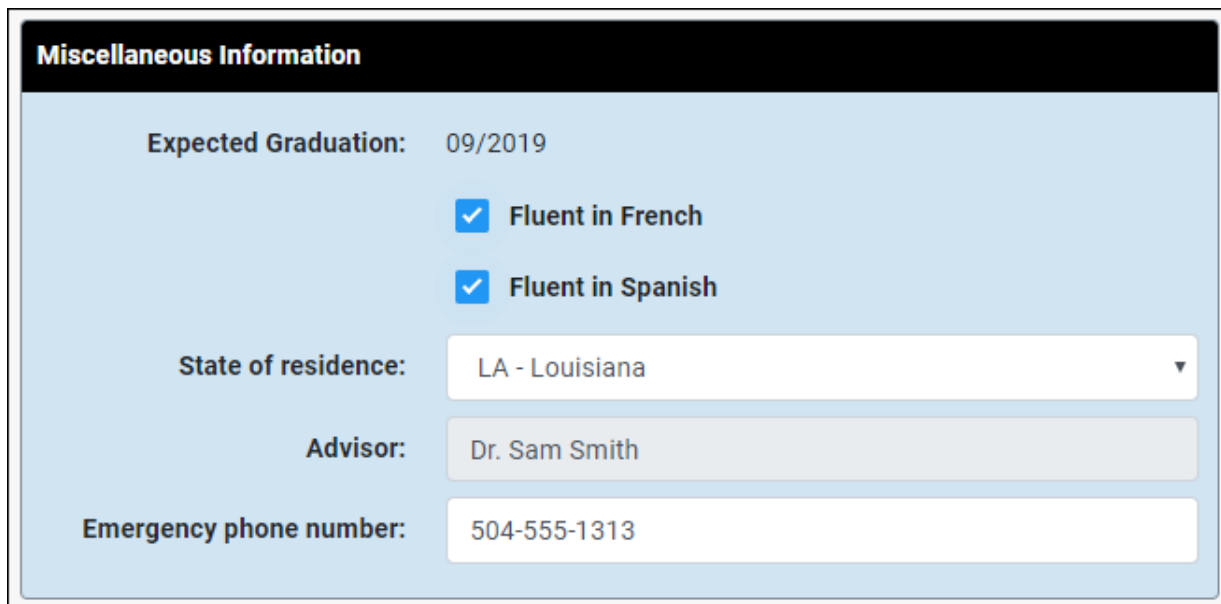
 Printable Student Passport

The printable **Student Passport** is basically an information sheet about you. You may or may not see your passport depending on the settings programmed by your school. When you click on **Printable Student Passport**, you will see a new report with the information that has been selected to be displayed by your program. You cannot change the information displayed here.

At the top, you can create a PDF of your passport by clicking **Export Passport**. Once generated, you can e-mail the document to a preceptor or contact at a clinical site to give them an overview of your contact information, immunizations, and other important information.

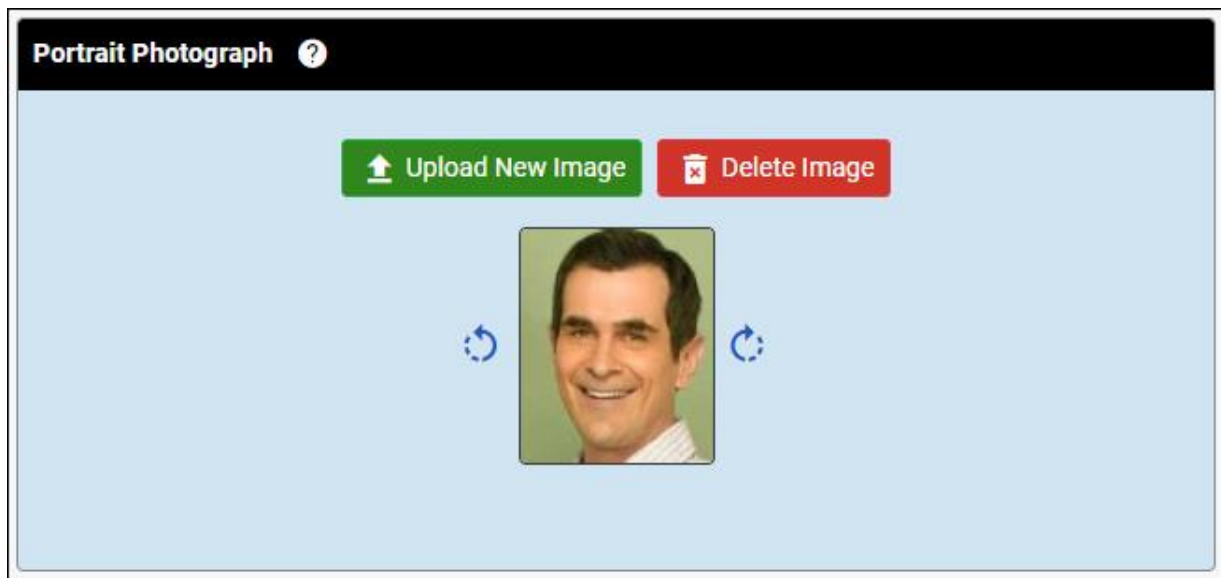
Additionally, you may be given the ability to view the supporting documents associated with various expiration and completion dates by clicking on the document icons. With this permission, you would also be able to bulk export the supporting documents into one ZIP file by clicking on **Export Documents** at the top.

In the **Miscellaneous Information** section, your expected graduation will appear at the top. If this is incorrect, please contact your program administrator. Other custom fields created by your program may or may not be editable by you. These custom fields may include drop-down lists, fill-in-the-blank questions, and checkboxes. If you cannot edit a field, you must contact your program administrator to have the information updated.

A screenshot of a web form titled "Miscellaneous Information" in a black header bar. The form has a light blue background and contains several fields. "Expected Graduation:" is followed by the text "09/2019". Below this are two checkboxes, both checked with blue checkmarks: "Fluent in French" and "Fluent in Spanish". "State of residence:" is followed by a white dropdown menu showing "LA - Louisiana" with a small downward arrow. "Advisor:" is followed by a light gray text box containing "Dr. Sam Smith". "Emergency phone number:" is followed by a white text box containing "504-555-1313".

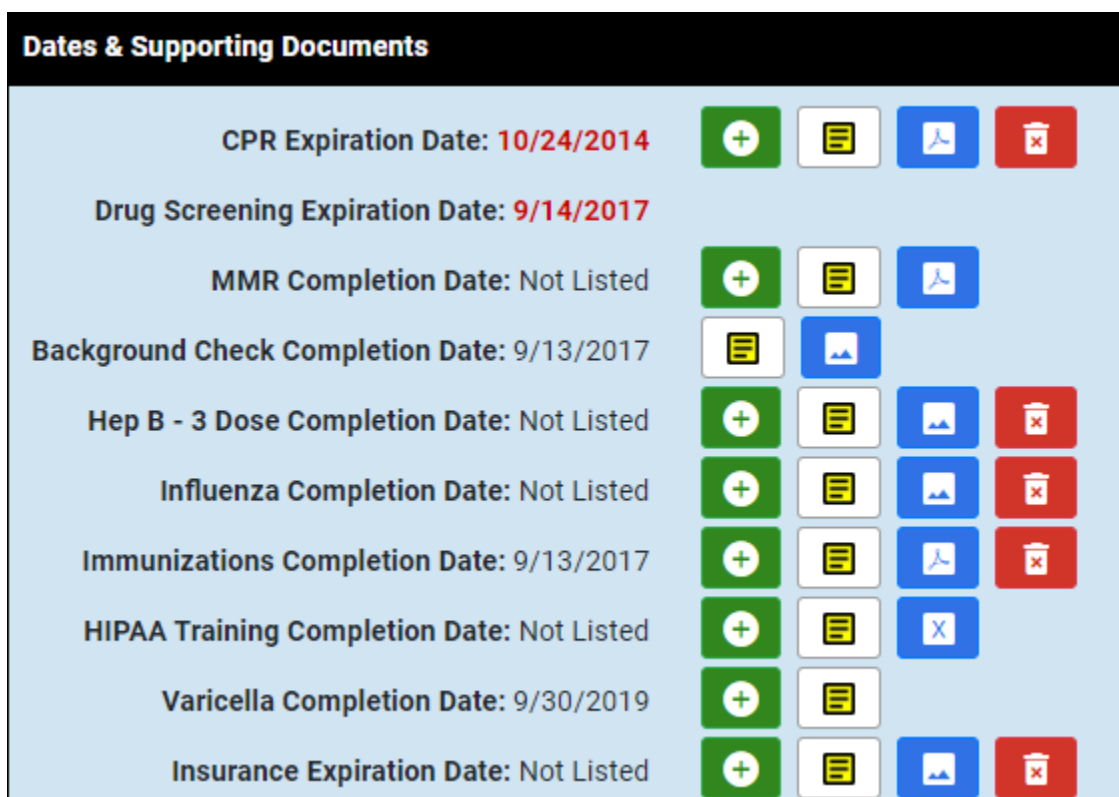
Miscellaneous Information	
Expected Graduation:	09/2019
	☒ Fluent in French
	☒ Fluent in Spanish
State of residence:	LA - Louisiana ▼
Advisor:	Dr. Sam Smith
Emergency phone number:	504-555-1313

You may also be able to upload a **Portrait Photograph** of yourself that can be viewed by your school. Be sure to upload a close-up portrait for clarity.

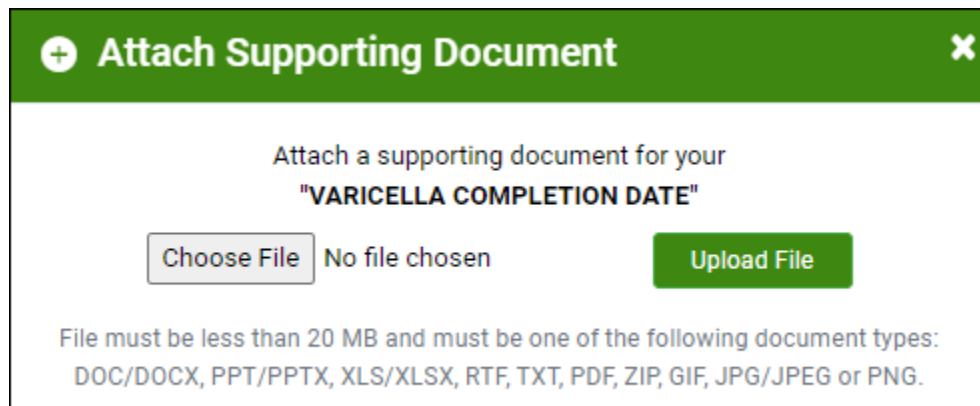


FAQ: [How long will I have my Typhon account?](#)

In the **Dates & Supporting Documents** section, you may see data such as your CPR Certification, Immunizations, etc. Any date fields that are added here were created by your school, so these fields may vary from one program to the next. You will not be able to edit the dates of any of these fields.



However, if you see a green plus, you may attach **supporting documents**, up to 20 MB each. When you select the green plus, you will have the option to upload the document that corresponds with the expiration or completion date, and then your administrator can review the document and update the date accordingly.

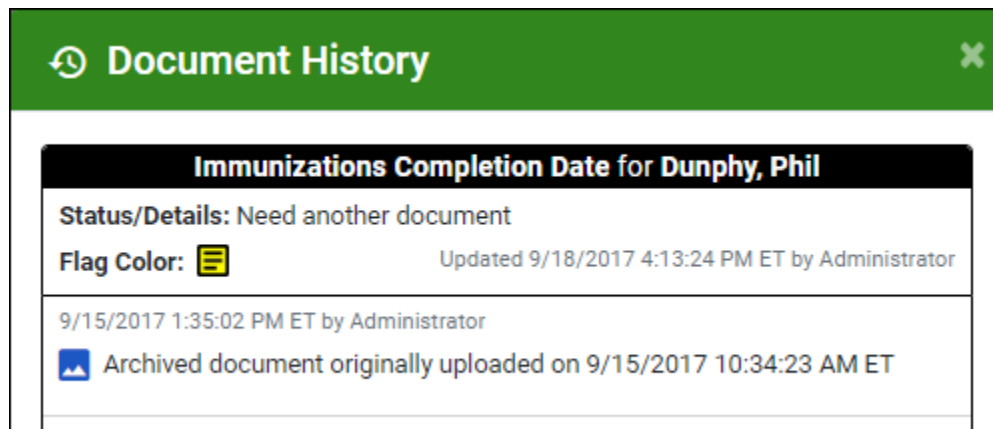


The screenshot shows a modal window titled "Attach Supporting Document" with a green header bar containing a plus icon and a close button. The main content area is white and contains the text "Attach a supporting document for your 'VARICELLA COMPLETION DATE'". Below this text are two buttons: "Choose File" (disabled, grey) and "Upload File" (active, green). To the right of the "Choose File" button is the text "No file chosen". At the bottom of the modal, there is a note: "File must be less than 20 MB and must be one of the following document types: DOC/DOCX, PPT/PPTX, XLS/XLSX, RTF, TXT, PDF, ZIP, GIF, JPG/JPEG or PNG."

NOTE: The document review and date updating process happens manually by your program, so the date may not get updated immediately after you upload a new supporting document. Contact your program administrator if you have questions about a specific document. If you are having trouble uploading documents, please refer to [this FAQ](#).

Once you upload a document, you can view the document by clicking on the document icon. Overwrite the current document by using the green plus (which automatically archives the existing document), or, with permission, you can archive the current document directly by pressing the red trash can button.

The icon strip may include a status flag. You can view your status details and document history by clicking on the status flag icon.



The screenshot shows a modal window titled "Document History" with a green header bar containing a refresh icon and a close button. The main content area is white and contains a table with the following information:

Immunizations Completion Date for Dunphy, Phil	
Status/Details:	Need another document
Flag Color:	 Updated 9/18/2017 4:13:24 PM ET by Administrator
9/15/2017 1:35:02 PM ET by Administrator	
	Archived document originally uploaded on 9/15/2017 10:34:23 AM ET

Your program may also allow you to view or upload **Additional Supporting Documents** here, such as your resume. The options will vary depending on your program.

Additional Supporting Documents

Resume:

+

Personal Essay:

+

N360 Feedback:

Your program may also post **Miscellaneous Attachments** that need to be shared with you. These documents will be available to download but not modify, like grades or a transcript, for instance.

Miscellaneous Attachments

Grade report 2017:

W

Grade report 2018:

W

When you are finished updating, make sure to press Save Data in the middle of the page. The system will not save your information unless you select Save Data.

Appendix M: Instructions to Set Up Default Choices in Typhon

Set Up Default Choices

Choose what is pre-filled when you create a new case or time log

To set up your default choices, click on **Set Up Default Choices** under **Your Account** on the Main Menu. Default choices are items that will be automatically selected when you create a new Case Log or Time Log. However, you can override or change your default choices at any time. You should change your default choices at the beginning of every course, or when you change semesters, clinical sites, or preceptors for an extended period of time. Remember, defaults are only used when you add a new case or time log to the system and changing defaults does not affect previously created data.

At the top, you will see **Required Defaults**; these first four items must be selected to indicate your current Semester, Course, Preceptor and Clinical Site. Note that the term “preceptor” may be different in your system, but we will use that term throughout the examples to mean the person who supervises you in the clinical setting. These drop-down lists are created and maintained by your administrator. If an item does not appear in these lists, you must contact your administrator to add the item to the system. You can only select ONE default choice for each drop-down list, even if you are in multiple courses or working with multiple preceptors at the same time. The purpose for selecting these defaults is to save you time when entering data; however, you can override your default choices on an individual record.

Required Defaults

▶ **Semester:** Fall ▼

▶ **Course:** A123: Clinical Practicum ▼

▶ **Preceptor:** BRADY, Cindy PT ▼
+ Request New Preceptor

▶ **Clinical Site:** ABC Medical Center ▼
+ Request New Clinical Site

Appendix N: Instructions to My Time Logs in Typhon

My Time Logs

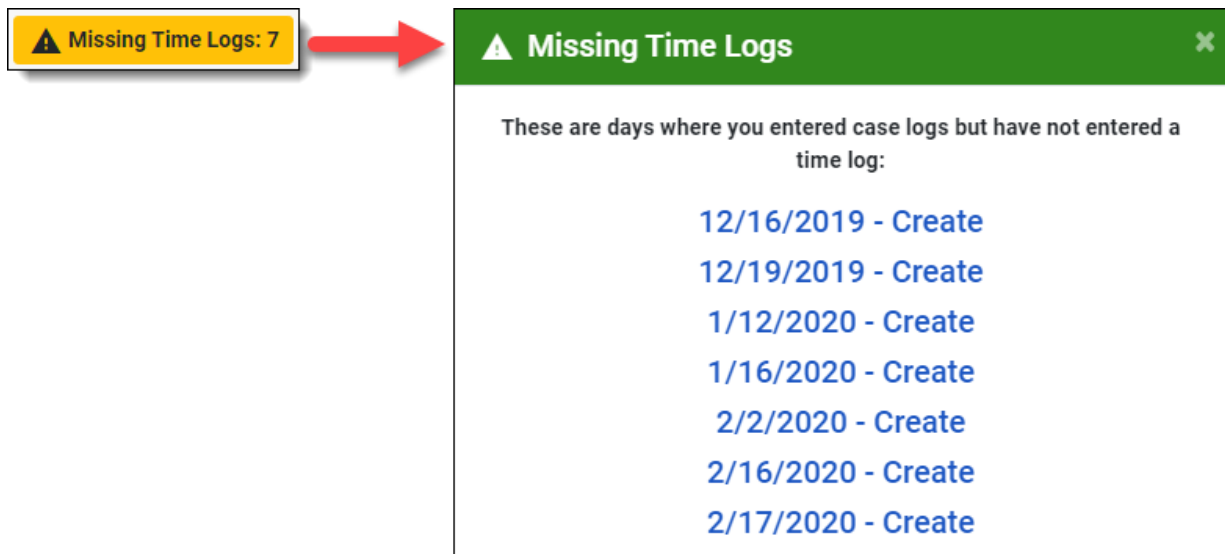
Enter your time sheet each day

My Time Logs allow you to enter and view your time sheet for each day. This includes your total shift time for the day and possibly other non-patient related time. If activated, your school may also want you to complete other questions about your shift.

Creating a Time Log from Your Missing Time Logs List

If you have not entered time logs for all of the days you have case logs, you may see a warning alert displayed with a "Missing Days" notification on your Main Menu.

When you click on **My Time Logs**, you will see a **Missing Time Logs** notification near the top. Clicking this button displays a list with all of the missing time log days.



When you click **Create** next to a date, the system will create a time log and will automatically input the date of the time log as well as your default course, clinical site and preceptor combination (if activated in your account). However, just as you can override default choices in the case logs, you can also override default choices in the time logs. Press **Continue** to proceed with entering your time log data.

Time Log Information

Time Log Date:

12/16/2019

[TODAY]

Course:

A123: Clinical Practicum

▼

Default pre-selected

Clinical Site:

ABC Medical Center

▼

Default pre-selected

Preceptor:

ARCOLA, Charles S. PhD

▼

Default pre-selected

Continue

Cancel

Creating a Time Log from Scratch

At times, you may need to enter time logs independently of case logs. To do this, simply click the **Add New Time Log** button. This will apply if you did not create any case logs for a day, but still have activities to log in a time log. This will also apply if you need to create a second time log for a day to track a different course/site/preceptor combination.

Entering Time Log Data

The first section is for entering your daily **Shift Time**. Depending on your program settings, you will either see a spot to enter your **Total Shift Time** or **Clock In/Clock Out** times.

With **Total Shift Time**, you will need to enter total duration of your shift for the day into the hours and minutes slots. All hours will be converted to minutes when this page is saved.

Shift Time for 12/16/2019

?

Hours / Minutes

5

30

Total Shift Time

In addition, you may see a **Time Log Notes** section if your program has activated this field. Here, you can enter any relevant notes about this shift. Your school might require you to enter reflections or a journal entry about the day.

Time Log Notes for 12/16/2019

↶ ↷ B I U ≡ ≡ x₂ x²

Completed a lot of paperwork and follow-up calls today.

- Only two patients seen
- Learned a lot from my preceptor about managing my free time

Any **External Documents** linked to a Time Log will appear below the Time Log Notes block.

Viewing Your Time Log Reports

All daily Time Logs will appear in your table of Time Logs. The top of the page includes several filter and display options to choose from. When you press **Apply Filters**, only the Time Logs with the filtered criteria will appear. To view your time log attachments and notes for each day, be sure to click **Show attachments/notes** before pressing Apply Filters.

Time Logs: To 7/22/2019													
Status	Date	Course	Clinical Site	Preceptor	1st Clock IN	1st Clock OUT	2nd Clock IN	2nd Clock OUT	Shift Time Duration	Paperwork	Study Time	Research	La
Not Approved ❌	7/22/2019	EMS 101	123 Med Ctr	BRADY, Carol	6:00	13:00	14:00	15:00	8	1	1	0.5	
Pending ⏸	7/22/2019	PSY 646 - Hg Sci	Baton Rouge General - Bluebonnet	ARCOLA, Charles S. PhD	14:00	18:30			4.5	0	0	0	
Approved ✅	5/3/2019 🔒	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	ARCOLA, Charles S. PhD	1:00	2:00	3:00	4:00	2	0	0	0	
Pending ⏸	3/26/2019	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	ARCOLA, Charles S. PhD	6:00				0	0	0	0	
Approved ✅	1/30/2018 🔒	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	ARCOLA, Charles S. PhD	6:00	9:00			3	0	0	0	
Pending ⏸	12/8/2017	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	ARCOLA, Charles S. PhD	1:00	2:00	3:00	4:00	2	150	0	0	
Approved (Shift Only) ✅	2/9/2017	A123: Clinical Practicum	AAA Surgery Center	ARCOLA, Charles S. PhD	6:00	9:00			3	0	0	0	
Pending ⏸	2/9/2017	AUDI 600 - A & P	1Correct	ARCOLA, Charles S. PhD	9:00	10:00			1	0	0	0	

The **Status** column will show whether faculty or preceptors have approved your time log for the day. All time logs start as "Pending" unless approved or not approved. Your preceptor might only have permission to approve your shift time, as shown in the "Approved (Shift Only)" example. In this case, once your preceptor approves your shift time, you will not be able to edit the shift time or delete the time log.

You can click on the ⏸ icon to open the status information window, which shows who changed the status of your time log and displays any additional comments or feedback from faculty or preceptors. Once you make changes to any time logs that were marked "Not Approved," you can click the "Send Request for Recheck" button. This action sends an automatic email to the faculty or preceptor who last updated the status, prompting them to re-evaluate the time log.

Your time log table can be exported to Excel and will include all faculty/preceptor feedback.

Editing/Deleting a Time Log

To **edit** or **delete** a time log, click on the appropriate date link in the table. The delete function is at the bottom of the edit screen.

If you see a **lock** symbol, then your time log has been locked by your program and cannot be edited or deleted.

Appendix O: Instructions to My Evaluations & Surveys in Typhon

My Evaluations & Surveys

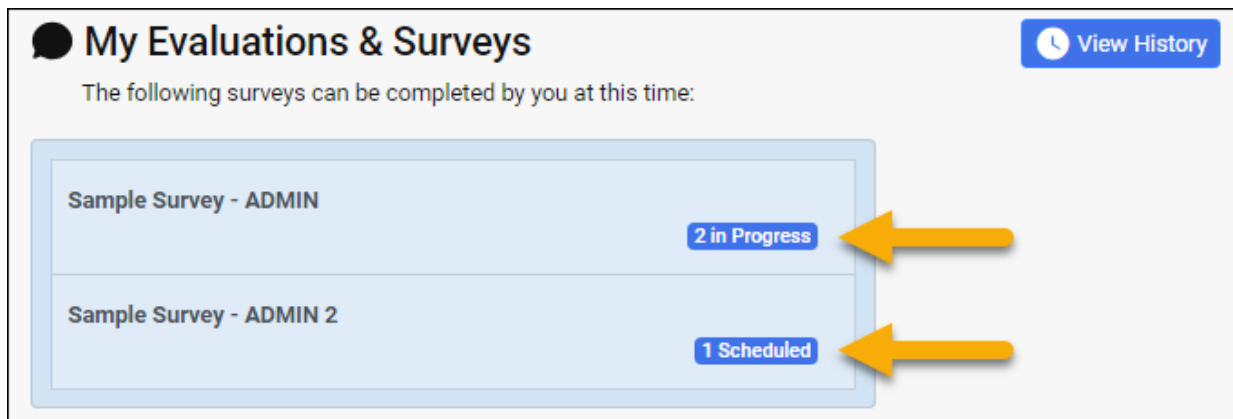
Take evaluations and view a history of completed evaluations

The **My Evaluations** area is where you can take evaluations, view a history of your completed evaluations, and possibly see evaluations completed about you. This area is sometimes referred to as **EASI**, for Evaluation and Survey Instrument. Each evaluation is set up by your program. Therefore, any questions you have about evaluations should be directed to your school.

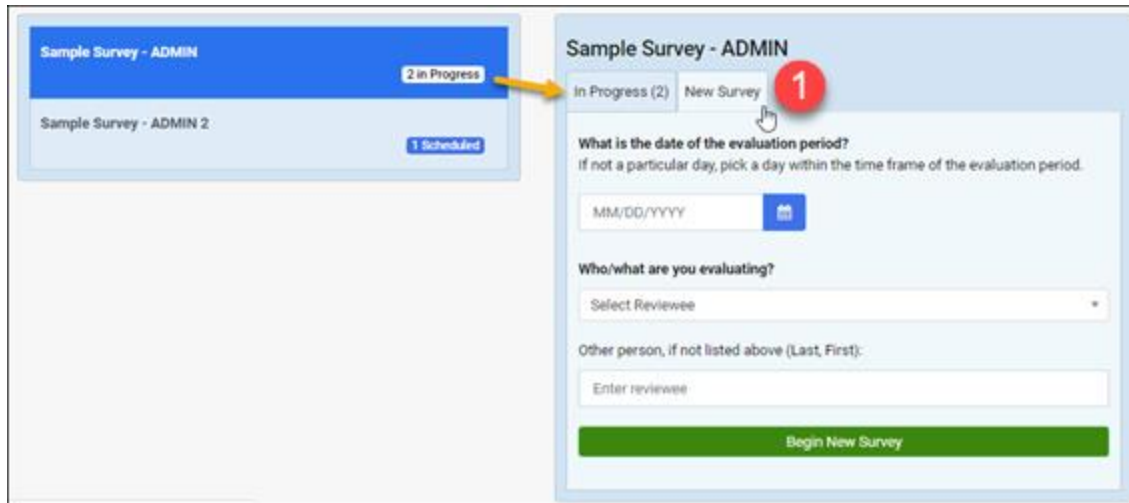
Taking a Survey (Respond)

You can complete any evaluations that are assigned to you by going to My Evaluations.

Under "The following surveys can be completed at this time," there will be a list of surveys that you can complete. You will see if you have any responses in progress or if any pre-determined combinations have been scheduled for you for each of the surveys on the list.

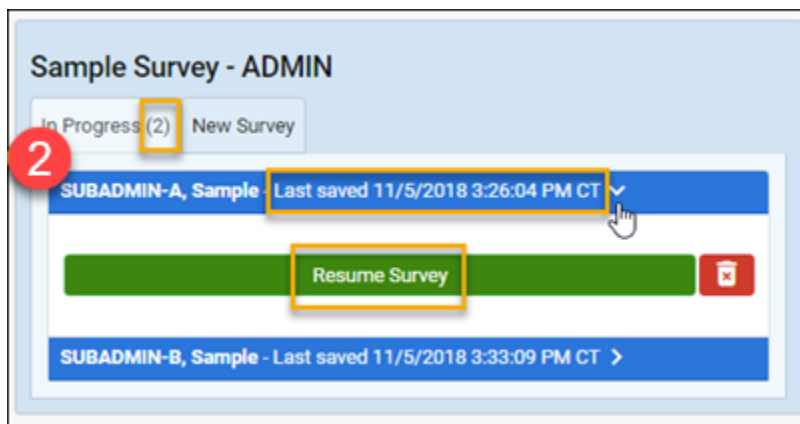


When you click on a survey, you might see any combination of three different tabs:



- **1. New Survey Tab**

- *What is the date of the evaluation period?*
Enter the date of the evaluation period; if the period was not a single day, pick a day within the time frame of the evaluation period.
- *Who/what are you evaluating?*
Select the item from the drop-down list that you will be evaluating. In some circumstances, you can type in the name of the person you are evaluating if they don't appear in the drop-down list.
- Click "Begin New Survey" to start the survey.



- **2. In Progress Tab**

- The number in parentheses tells you how many responses you currently have in progress for this survey.
- You'll see a blue bar for each response saved in progress. The blue bar contains the name of the person/item being reviewed in each response as well as the date and time

when you last saved this response. Click these blue bars to reveal or hide the resume and delete options for each response.

- Click "Resume Survey" to continue taking the survey or click the trashcan icon to delete this incomplete response. Note that pre-determined combinations cannot be deleted by the reviewer.

Sample Survey - ADMIN 2

Scheduled (1) New Survey

3

STUDENT-B, Sample

What is the date of the evaluation period?
If not a particular day, pick a day within the time frame of the evaluation period.

MM/DD/YYYY

Begin Survey of STUDENT-B, Sample

- **3. Scheduled Tab**

- The number in parentheses tells you how many pre-determined combinations have been scheduled for you for this survey.
- You'll see a blue bar for each scheduled survey. The blue bar contains the name of the person/item you are scheduled to review. Click these blue bars to reveal or hide the "Begin Survey" option for each scheduled survey.
- *What is the date of the evaluation period?*
Enter the date of the evaluation period; if the period was not a single day, pick a day within the time frame of the evaluation period.
- Click "Begin Survey of" to start the survey.

You will have 60 minutes to submit the survey or save your responses before your session expires. After 55 minutes, you will get a warning advising you that your session is about to expire. If the survey has multiple pages, you will see "next" and "previous" buttons. Your data will automatically save in progress when you navigate to a different page. Click "Submit Survey" to submit or "Save progress and exit" to save your response. You can view or print your response once you press "Submit Survey."

Appendix P: Internship Syllabus



HPER 490, 499, 690 79, Online

Internship in HPEHP or Strength and Conditioning Fall 2026 Online Chadron State College

CSC Mission Statement

Chadron State College provides accessible and transformative education, supports student success, and strengthens the people and places it serves through innovation, partnerships, and service.

Part 1: Course Information

Instructor Information

Instructor: Willie Hoffman Ed. D, CSCS,*D, NSCA-CPT,*D

Office: 200-5

Office Phone: 432-6073

E-mail: whoffman@csc.edu

Office Hours: MW 8:00-9:00, TR 8:00-10:00, Friday By appointment

Credit Hours

1-12 credit hours

Course Description

Provides practical experience in physical education, recreation, coaching or athletic training, human performance, and strength and conditioning.

Prerequisites for HPEHP 490 and 499:

[HPER 234](#), [332](#), [333](#), [335](#), [437](#), [440](#), and Junior or above status

Approval from the Chair of HPEHP

Student Learning Outcomes

Upon completion of this course, students in HPEHP 490 and 499 will be able to:

1. Students will apply effective leadership principles.
2. Students will analyze key management functions in sport, fitness, and recreation.
3. Students will design and implement diverse sport, fitness, and recreation activities that meet participant needs.
4. Students will create strategies to enhance the overall quality of life for participants.

Students in HPEHP 499, students will also be able to:

Strength and Conditioning Outcomes (SCO):

1. Practice performing a proper warm-up and flexibility training. (7a-b)
2. Describe various types of stretching and flexibility exercises. (7c-d)
3. Demonstrate the ability to perform/teach proper static and dynamic stretching techniques. (7e-f)
4. Explain proper free-weight spotting techniques. (7i)
5. Demonstrate the ability to perform/teach the proper fundamentals of exercise technique for the following resistance training exercise: free-weight, machine, and alternate and nontraditional modes of training. (7g-j, 7l, 7r)
6. Demonstrate the ability to perform/teach the proper progressions and regressions for Olympic-style lifting techniques (7k)
7. Practice body-weight, core stability, balance, variable resistance, and nontraditional implement training methods. (7m-p)
8. Demonstrate the ability to perform/teach plyometric, running speed, agility, and change-of-direction drills. (9c[vi], 9d[iii, iv, x])
9. Describe the principles of test selection and administration. (8a, 8b, 8e, 8f)
10. Assist with the designing of strength and conditioning, speed, agility, plyometric, anaerobic, and aerobic training programs. (9a-e)
11. Explain how periodization is used in program design. (9e[vii])

Students in HPEHP 690 will be able to:

1. Compare and contrast research types and state their relationship to results and outcome.
2. Synthesize a research design scenario.
3. Describe a successful application of the functions of management/leadership.
4. Differentiate between the characteristics of a successful and unsuccessful leader/manager.
5. Explain the relationship between organizational structure and appropriateness of leadership style.

6. Analyze the leadership/management styles needed to maximize organizational performance in different situations.
7. Apply knowledge of leadership theory and practice in a research/statistics activity.
8. Integrate management and leadership knowledge and skills into focus area.
9. Synthesize knowledge of organizational management into focus area.

Textbook & Course Materials

Required Text (s): None

Recommended Texts & Instructional Materials: None

Method(s) of Instruction

CSC Online, Typhon, and cooperative learning.

Course Requirements

Students will:

- 1) **Submit Student Learning Outcomes in CANVAS by the end of the first week of the semester.**
- 2) Students must perform at least 50 hours of observation and internship activities per credit hour enrolled. Example – 3 credit hours = 150 work hours.
- 3) Daily Time Logs - **Time Logs forms will be submitted through Typhon. The daily logs must include hours worked and a brief description of activities performed.**
- 4) Discussions – Reflect on activities and how they pertain to the assigned topics **Reflections should be at least 250 words.** Submit with your activity report.
- 5) Final Internship Portfolio – The final internship portfolio will be submitted at the end of the internship experience, within one week of the end of the semester. Detailed instructions for the final portfolio can be found **on CANVAS.**
- 6) All assignments that are to be handed in to the instructor **MUST BE typed** in 12 point font and double spaced unless instructor informs otherwise. Late papers will be subject to reduction. Your name, the class, and the date will appear in the upper left hand corner of the paper. Late papers will be subject to reduction.
- 7) Final Evaluations from site supervisor through Typhon.

Part 1A: Student Wellness, Accessibility, and Support

CSC Health Services (e.g., school nurse, counseling)

As a student, you may experience unexpected stress or other challenges that affect your physical health, mental health, and/or emotional wellbeing. Signs that you may benefit from additional support include, but are not limited to, strained relationships, anxiety, depression, feeling overwhelmed, alcohol or drug misuse, or a loss of motivation or purpose. [CSC Health Services](https://www.csc.edu/healthserv/) (<https://www.csc.edu/healthserv/>) provides confidential support for students experiencing these or other concerns.

If you find yourself struggling with your physical health (i.e., cold or flu symptoms, etc.), the CSC Campus Clinic Nurse is available to serve all enrolled students, free of additional charge. The nurse sees students on a first-come, first-served basis, according to a fixed schedule. For more information, please visit <https://www.csc.edu/healthserv/medical-services/>.

Counseling services are covered through student fees and do not require insurance or additional out-of-pocket costs. Students working with a licensed counselor may also be referred for virtual psychiatry services through the University of Nebraska Medical Center when appropriate. To schedule an appointment with a licensed CSC counselor, visit the Calendly link for your preferred counselor at <https://www.csc.edu/healthserv/counseling-services/>, call 308-432-6232, or stop by the Crites Hall 3rd floor center lobby.

If you are struggling, support is available, and you are encouraged to reach out. *Seeking support is a sign of strength and will not affect your academic standing.*

ADA–Disability Services

Chadron State College is committed to providing students with a disability the same opportunity for academic success as that provided to all students consistent with state and federal law. If you already have approved accommodations through Disability Services, please contact me so that we can discuss the implementation of your accommodations in this course. If you require reasonable accommodations due to a disability, please contact Disability Services as soon as possible to begin the process. **CSC Disability Services**, King Library 201, **308-432-6467** or equalaccess@csc.edu.

CSC Learning Lab

The Chadron State College Learning Lab is your one-stop resource for tutoring, mentoring, and academic success tools. Please visit them in the King Library, Main Floor. You can also reach out to them via email at tutor@csc.edu.

Eagles360 Referral System

As your instructor, I care about your academic success and wellbeing. Eagles360 is a communication tool used by CSC faculty and staff to submit referrals to dedicated support

specialists across the CSC campus when we have concerns such as inconsistent attendance, missing assignments, visible signs of stress or anxiety, or other issues that, if allowed to linger, may negatively impact your ability to successfully complete this course. If I submit a referral to Eagles360 about any concerns I may have, please know that it is truly because I want you to succeed. Another CSC staff member will reach out to you to offer support to get things back on track.

For more information, contact Student Affairs at studentaffairs@csc.edu or the Director of Academic Success Services at cmmerchen@csc.edu.

Part 2: Grading and Related Academic Policies

Graded Course Activities and Letter Grade Assignment

Assignments	Grading Opportunities	Percentage Breakdown
Weekly Journal Hours Worked	150pts	37.5
Final Portfolio and Reflection Forums	100pts	25
Site Supervisor Evaluation	150pts	37.5
Total	400pts	100

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Viewing Grades in CSC Online-Canvas

Assignments will typically be graded and returned with feedback within **one week** of the due date, although larger projects or exams may require up to an additional week. Students are encouraged to review instructor feedback and apply it to future assignments. Grades will be

updated regularly in CSC Online—Canvas, and students are responsible for monitoring their progress throughout the course.

If you have questions about your progress, please contact the instructor.

Because this is a self-paced course and the purpose of the course is the experience you are receiving, grades will not be calculated until the course is completed.

CSC Academic Policies

As appropriate for the course content, students have the right of expression in the classroom and the responsibility to learn from the course of study according to the standards of performance established by the faculty. Student behavior in the classroom should contribute to the learning process for themselves and other students. As members of a learning community, students have an obligation to contribute to the learning of others in the process of their own learning. Communication that threatens individuals, disrupts the learning process, and/or creates a harassing environment is not a right held pursuant to this right of expression. Disruptive behavior undermines the learning environment of others.

The [Course Syllabus Policies website](https://www.csc.edu/vpaa/course-syllabus-policies) lists other academic policies that apply to all CSC courses. To review these policies, please click on the link or visit:

<https://www.csc.edu/vpaa/course-syllabus-policies>

You may also search for specific academic policies on CSC's [Policy Website](https://www.csc.edu/policy/academic-policies/).

(<https://www.csc.edu/policy/academic-policies/>)

Course-Specific Policies

Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Generative AI – the use of artificial intelligence platforms and/or content produced by AI assistive software (e.g. ChatGPT, Dall-E 2, CodePilot, etc.,) **against** course use parameters.
5. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:
 1. Submitting an assignment that someone else has written and claiming the work as one’s own.
 2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note: “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

Artificial Intelligence (AI)

You may use generative AI tools (e.g., ChatGPT, Claude, Copilot) only when explicitly permitted for an assignment. Any AI-assisted work must be clearly documented, including the tool used, the prompt given, and how the output was incorporated. You remain fully responsible for the accuracy, originality, and integrity of your submissions. Misuse of AI—such as submitting AI-generated work as entirely one’s own without disclosure or violating my statements or instructions on AI use in my class—will be treated as academic misconduct under College policy.

Late Work Policy

All assignments must be submitted according to the dates given on the syllabus. Final portfolios and evaluations must be submitted by the end of the semester. Late work will not be accepted after the conclusion of the semester.

Class Attendance/Participation Policy

Class attendance is not required for this course. Participation at your internship site is required and will be evaluated by both the instructor and the site supervisor.

Personal Emergency & Academic Attendance/Participation

In the event that a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis, or mental health crisis) requires an absence from courses or causes the inability to participate in class, students must contact the instructor as soon as possible. Instructors may request documentation to validate such absences.

For personal emergencies that may cause the student to be unable to participate in the course for **three or more consecutive days**, please follow all instructions listed in the full “Personal Emergency & Academic Attendance/

Participation” section on the “Course Syllabus Policies” website, linked above.

Part 3: Course Topic Schedule/Outline

****Course is self paced. Assignments are due based on the percentage of contact hours completed.***

% of Hours	Activities	Due Date
	Introduction Discussion Student Learning Outcomes	End of first week of internship
25%	Weekly Journal/Reflection Forum	
50%	Weekly Journal/Reflection Forum	
75%	Weekly Journal/Reflection Forum	
100%	Weekly Journal/Reflection Forum	
100%	Final Portfolio Site Supervisor Evaluations	Monday of Finals Week

Disclaimer Statement

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning “outcomes.” However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. Modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Faculty Academic Freedom

A teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties. A teacher is entitled to freedom in the classroom in discussing their subject but should be careful not to introduce controversial matter which has no relation to the subject. The College teacher is a citizen, a member of a learned profession, and an officer of an educational institution. As a person of learning and an educational officer, the teacher should remember that the public may judge the teaching profession and college by their utterances. Hence, a teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not an institutional spokesperson.

Additional Academic Resources

Chadron State College is committed to the success of all students. Following is a list of the Academic Support Services available at CSC:

- START Advising Center (General Academic Advising/Schedule Changes)
 - Phone: 308-432-6061
 - Email: start@csc.edu
 - Location: Crites Hall, First Floor
- Career Services (Major Exploration, Job Fairs)
 - Phone: 308-432-6467
 - Email: dkennell@csc.edu
 - Location: King Library 201
- Library Services
 - Phone: 308-432-6271
 - Email: library@csc.edu
 - Location: King Library, Main Floor
- Technology Support
 - Phone: 308-432-6311
 - Email: helpdesk@csc.edu
 - Location: King Library, Main Floor

Appendix P: Internship Grading Rubric

HPER Internship Grade Sheet

Name _____

Course _____

Credit Hours 3

Course Grade

See Rubrics Below for grading explanations

	Points Possible	Pts Earned	
Journals and Hours	150	0	
Final Portfolio	100pts	0.00	
Site Supervisor	150pts	0.00	
Evaluation			
Totals	400	0.00	

Percentage 0.00%

Grade Scale	
A	100%-90%
B	89%-80%
C	79%-70%
D	69%-60%
F	59% and Below

Journals and Hours

Calculated based on the total number of hours
completed and Journals accompanying those hours
submitted through Typhon
50 Points Per Credit Hour Possible

Required Hours	150
Hours Worked	0
Points	0

Final Portfolio and Discussions Rubric

Scale

4

3

2

1

0

Score

	Advanced	Proficient	Competent	Needs Improvement	Unacceptable	Not Applicable	Score
Submittal	Portfolio is submitted well in advance of deadline.	Submitted week of deadline.	Portfolio is submitted on or just after deadline.	Portfolio is submitted late.	No portfolio is submitted.		
Required Documents							
Learning Outcomes Resume Thank you Letter	All documents are included in the portfolio.	Most documents are included in the portfolio.	Some documents are included in the portfolio.	Few documents are included in the portfolio.	No documents are included in portfolio.		
Reflective Paper							
Length of Paper	Submitted more than 2 pages per credit hour.	Submitted 2 pages per credit hour.	Submitted 2 pages per credit hour. Margins are expanded and font is unusually large.	Submitted less than 2 pages per credit hour.	No Paper submitted.		
Introduces self	Student is able to describe self and goals in a clear, precise and professional manner.	Student is able to describe self and goals in clear and somewhat professional manner.	Student is able to describe self and goals.	Student describes self and not goals. Descriptions are unclear and unprofessional.	No introduction is provided.		

Introduce experience	Student clearly and fully describes how logistically they arrived at this internship and how it fits in with their career plan.	Student clearly describes how logistically they arrived at this internship and how it fits in with their career plan.	Student describes how logistically they arrived at this internship and how it fits in with their career plan.	Student describes either how logistically they arrived at this internship or how it fits in with their career plan.	Student does not describe how logistically they arrived at this internship or how it fits in with their career plan.		
Relationship of job to other functions of the organization	Student demonstrates they clearly understand how their work and position relates to the other functions/divisions of the organization.	Student demonstrates they understand how their work and position relates to the other functions/divisions of the organization.	Student demonstrates they mostly understand how their work and position relates to the other functions/divisions of the organization.	Student demonstrates that they somewhat understand how their work and position relates to the other functions/divisions of the organization.	Student demonstrates they do not understand how their work and position relates to the other functions/divisions of the organization.		

	Advanced	Proficient	Competent	Needs Improvement	Unacceptable	Not Applicable	
Reflective Paper Description, interpretation, analysis and evaluation of personal aspects of Internship in relation to	Student is able to clearly articulate the all of the following: their most important contribution to the internship; areas of personal growth;	Student is able to articulate most of the following: their most important contribution to the internship; areas of personal growth;	Student is able to articulate some of the following: their most important contribution to the internship; areas of personal growth;	Student is able to articulate a few of the following: their most important contribution to the internship; areas of personal growth;	Student does not articulate their most important contribution to the internship; areas of personal growth;		

Learning Outcomes	personal strengths discovered through the internship; areas for personal improvement; academic and career goals.	personal strengths discovered through the internship; areas for personal improvement; academic and career goals.	personal strengths discovered through the internship; areas for personal improvement; academic and career goals.	personal strengths discovered through the internship; areas for personal improvement; academic and career goals.	personal strengths discovered through the internship; areas for personal improvement; academic and career goals.
Writing	Paper is proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, reflective, and professional. Few areas of improvement.	Paper is proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, and reflective. There are minor areas of improvement needed.	Paper is average for a student of their rank. It is mostly proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful and reflective.	Paper is not proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, and/or reflective. There are major areas of improvement needed.	Paper is unacceptable. It is not proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, or reflective.

	Advanced	Proficient	Competent	Needs Improvement	Unacceptable	Not Applicable
Presentation	Portfolio submitted in professional format and appearance. All materials are presented together and organized.	Portfolio submitted is somewhat professional format and appearance. All materials are presented together.	Portfolio is adequate in format and appearance. All materials are presented together. Presentation is average for a student of their rank.	Portfolio is adequate in format and appearance. All materials are presented but are unorganized. Presentation is below average for a student of their rank.	Portfolio submitted is unprofessional. Materials are not submitted together and are unorganized.	

Discussion #1	Discussion is proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, reflective, and professional. Few areas of improvement	Discussion is proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, and reflective. There are minor areas of improvement needed.	Discussion is average for a student of their rank. It is mostly proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful and reflective.	Discussion is not proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, and/or reflective. There are major areas of improvement needed.	Discussion is unacceptable. It is not proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, or reflective.		
Discussion #2	Discussion is proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, reflective, and professional. Few areas of improvement	Discussion is proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, and reflective. There are minor areas of improvement needed.	Discussion is average for a student of their rank. It is mostly proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful and reflective.	Discussion is not proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, and/or reflective. There are major areas of improvement needed.	Discussion is unacceptable. It is not proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, or reflective.		
Discussion #3	Discussion is proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, reflective, and professional. Few areas of improvement	Discussion is proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, and reflective. There are minor areas of improvement needed.	Discussion is average for a student of their rank. It is mostly proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful and reflective.	Discussion is not proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, and/or reflective. There are major areas of improvement needed.	Discussion is unacceptable. It is not proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, or reflective.		

Discussion #4	Discussion is proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, reflective, and professional. Few areas of improvement.	Discussion is proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, and reflective. There are minor areas of improvement needed.	Discussion is average for a student of their rank. It is mostly proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful and reflective.	Discussion is not proofread, grammatically correct, spell checked, written clearly, well-organized, typed, and/or reflective. There are major areas of improvement needed.	Discussion is unacceptable. It is not proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, or reflective.		

Points	0
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Percentage	0.00%
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Total Portfolio Points Earned	0.00
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Site Supervisor Evaluation

Calculated based on the overall percentage of the Site Supervisor's Evaluation
150 Points Possible

Percentage	
Points Earned	