

Chadron State College

Health, Physical Education, and Human Performance

Site Supervisor Handbook 2026-2027



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.

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Expectations of the HPEHP Student

1. 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.
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 interns 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 interns 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. **Site Supervisors are expected to review and approve Time Logs.** Instructions for the use of Typhon can be found in Appendix G through Appendix I.

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.

Ten Suggestions for Supervision

The ten suggestions which follow present a picture of supervision (from the supervisor's point of view) as an uncomplicated process which all supervisors can do, particularly with some practices and training.

1. Establish a strong working relationship based on mutual respect and communication.
2. Be familiar with the supervisee's theoretical training and clinical experience.
3. Understand what the supervisee hopes to accomplish in his or her training.
4. Understand the supervisee's preferred coaching style(s) that he or she intends to use with clients.
5. Set up a schedule and an established format for all supervisory sessions.
6. Make your expectations clearly known as how the supervisee could best prepare for supervision.
7. Discuss how the supervisee will be evaluated, if appropriate.
8. Discuss your supervisee's developing skills at each supervisory session, keeping the focus of the session on the supervisee rather than the clients/athletes.
9. Re-evaluate goals often, with both supervisee and supervisor giving input into needed experiences to foster continued development of skills.
10. Conclude the supervisory relationship by thoroughly discussing achievement of goals, supervisor's final evaluation, as well as supervisee's self-evaluations, when appropriate.

Appendix A: 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 B: 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 C: Final Evaluation Strength and Conditioning Skills Rubric (to be completed in Typhon)

Student Name: _____

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 D: Final Evaluation – Site Supervisor

(to be completed in 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 E: Final Evaluation – Student Evaluation of Internship

(to be completed in Typhon)

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

FIELD EXPERIENCE SITE/SUPERVISOR NAME: _____

EXPERIENCE WAS (CIRCLE ONE) PAID UNPAID

TERM ENROLLED: _____ HPEHP 340 or HPEHP 490 (Circle One)

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	_____	_____
Knowledge related to student learning outcomes	_____	_____
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 F: NSCA Professional Standards and Guidelines

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

Appendix G: Instructions to Modify Account Profile in Typhon

Account Profile

Update your contact information

If allowed by the school, you can update your contact information by clicking on Edit Profile under Account Profile on the Main Menu. However, name and e-mail changes must be made by the school's program administrator. In addition, other fields discussed in this manual may not be available for you to edit. It is up to the school's administrator to permit certain fields to be edited.

At the top, you may see fields for Contact Information, including your practice/group name, phone number, address, etc.



The screenshot shows a 'Contact Information' form with a black header bar containing the title in white. The form body has a light blue background and contains several input fields with labels to their left. The fields are: Practice/Group Name (Medical Clinic Group), Phone # (504-828-4334), Alt. Phone # (504-828-4335), Fax # (504-828-5383), Address (1750 Clearview Pkwy Ste 201), City (Metairie), State (LA), and Zip/Postal Code (70001).

Contact Information	
Practice/Group Name:	Medical Clinic Group
Phone #:	504-828-4334
Alt. Phone #:	504-828-4335
Fax #:	504-828-5383
Address:	1750 Clearview Pkwy Ste 201
City:	Metairie
State:	LA
Zip/Postal Code:	70001

Below that, you may see Professional Information fields, including Credentials, Specialty, and your Board Certified status.

Professional Information	
Credentials:	PhD MPHS
Specialty:	Rehab Counseling
Board Certified?:	☒ Yes ☐ No

Miscellaneous Information fields might include the maximum number of students you can host, and any custom fields created by your program.

Miscellaneous Information	
Maximum # of Students:	1
	☒ Stipend required ☒ Speaks Spanish
Salutation:	Professor ▼
Year active:	2016 ▼
Days available:	Mon/W/Fri

The Notifications section allows you to manage your email notifications for pending student cases and time logs that need your approval. This section will only appear if your school has enabled case log or time log approval.

Here, you can choose to receive summaries in a digest email:

- **Daily Digest (Early mornings):** Get a daily email with a summary of pending cases and time logs.
- **Weekly Digest (Monday mornings):** Receive a weekly summary of pending cases and time logs every Monday morning.

By default, you won't receive any emails (No Digest Email). And if there's nothing for you to approve, you won't receive an email for that day, even if you've opted in to the digest email.

Notifications

Opt-in to receive digest email notifications for pending case and time logs that need your approval. If there's nothing to approve, you will not receive an email that day.

Enable Digest Email:

☒ No

☐ Daily Digest (Early mornings)

☐ Weekly Digest (Monday mornings)

You may also be able to upload a Portrait Photograph of yourself that can be viewed by the school, including faculty and students. Be sure to upload a close-up portrait for clarity.

Portrait Photograph

 Upload New Image

 Delete Image





You may see a section to view and update your Documentation for various items. Click on the green Add button to attach the document.

Documentation

CV/Resume:	 View	
License Document:	 Add	
Certification Document:	 View	
Agreement Effective Document:	 Add	
Malpractice Insurance Document:	 Add	

Below that, you may see an area to update your Practice Specialties. Mark all that apply.

Practice Specialties

☐	Counseling
☒	Education
☐	Health Information Management

When you are finished updating, make sure to press Save Data at the bottom of the page.

Appendix H: Instructions to Approve Time Logs in Typhon

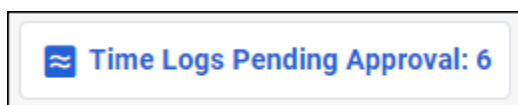
Time Logs

View and approve time sheets where students marked you as the site supervisor

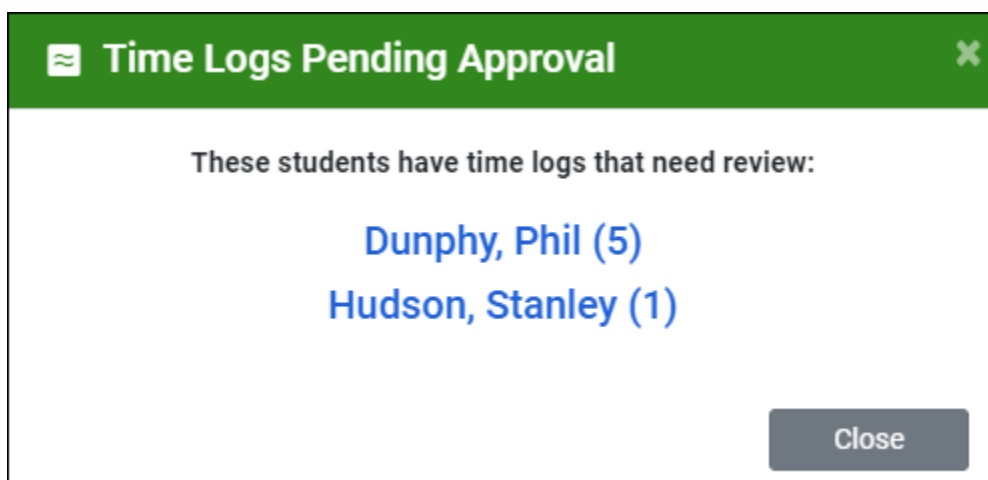
The **Time Logs** report displays the daily shift time entries for students that marked you as the site supervisor in their time logs. Depending on the school settings, you might see additional daily time activities in this report.

Select a student and press "Apply Filters." Each row displays that student's daily time logs, most recent first. You can filter by date range to narrow your results.

If you have pending logs to review and approve, you will see a link at the top of the page.



Click the link to view a list of students with pending time logs, then click a student to begin.



The **Status** column, if activated, will show a **Pending** icon unless **Approved** or **Not Approved** by a site supervisor or faculty member. You can click on the icons to quickly change the status, either in bulk at the top, or individually on each log.

Time logs with missing shift time cannot be approved in bulk until the student completes their data entry. This is to avoid approving incomplete time logs.

This report should be reviewed regularly. The total duration at the bottom will let you know the total time you spent supervising that student.

With permission, you can view time log attachments and notes for each day. Be sure to click **Show attachments/notes** before pressing Apply Filters.

Results can be exported to Excel.

STUDENT: Dunphy, Phil										
Time Logs: From 3/1/2017										
Change ALL to: ☒ ☐ ☐	Status	Date	Course	Clinical Site	1st Clock IN	1st Clock OUT	2nd Clock IN	2nd Clock OUT	Shift Time Duration	
☒ ☐ ☐	Approved	8/28/2020	A125: Clinical Practicum III	Baton Rouge General - Bluebonnet	9:00	13:00			4	
☐ ☐ ☐	Pending	12/16/2019	A123: Clinical Practicum	ABC Medical Center	8:00	10:00	11:00	17:00	0	
☐ ☐ ☐	Pending	9/26/2019	A123: Clinical Practicum	Baton Rouge General - Bluebonnet					0	
☒ ☐ ☐	Approved	8/16/2019	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	5:00	6:00			1	
☐ ☐ ☐	Pending	7/22/2019	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	14:00	18:30			4.5	
☒ ☐ ☐	Approved	5/3/2019	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	1:00	2:00	3:00	4:00	2	
☐ ☐ ☐	Pending	3/26/2019	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	6:00				0	
☒ ☐ ☐	Approved (Shift Only)	1/30/2018	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	6:00	9:00			3	
☐ ☐ ☐	Pending	12/8/2017	A123: Clinical Practicum	Baton Rouge General - Bluebonnet	1:00	2:00	3:00	4:00	2	
		Totals							16.5	

You can use the edit icon to access all time log status functions and add comments.

 **Time Log Status: 8/28/2020** 

Last modified by ARCOLA, Charles S. PhD on 3/16/2021 7:50:22 PM ET

Approval Status:

Time spent supervising:
(minutes)

Overall rating:

☒ **Special day**

Comments:

Some notes.

Time log will be automatically locked if marked "Approved"

 **Save Data**

Cancel

Appendix I: Instructions to Evaluations & Surveys in Typhon

Evaluations & Surveys

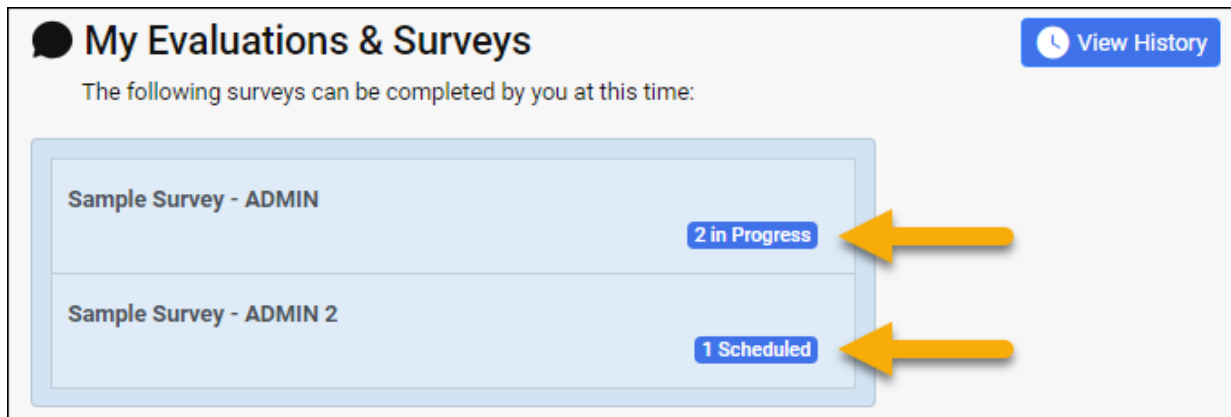
Evaluate your students and take other program surveys

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 back to your school.

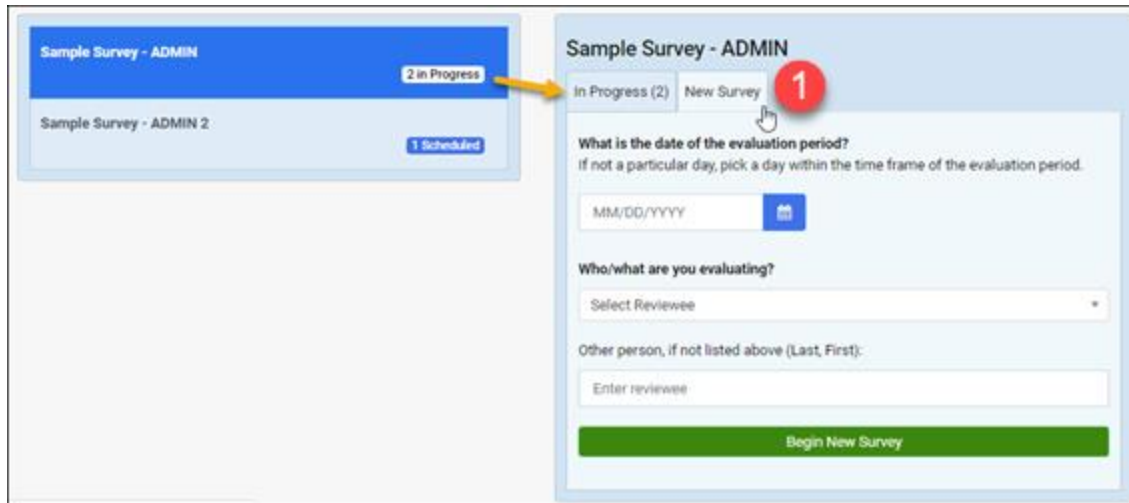
Taking a Survey (Respond)

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

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.

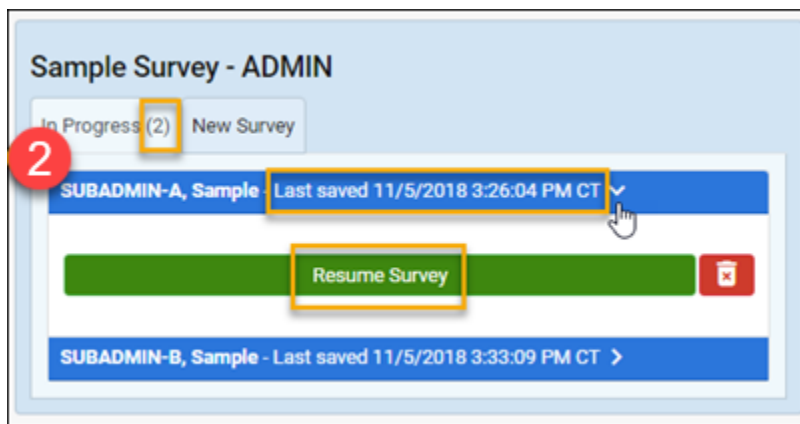


When you click on a survey, you might see any combination of three different tabs:



- **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.

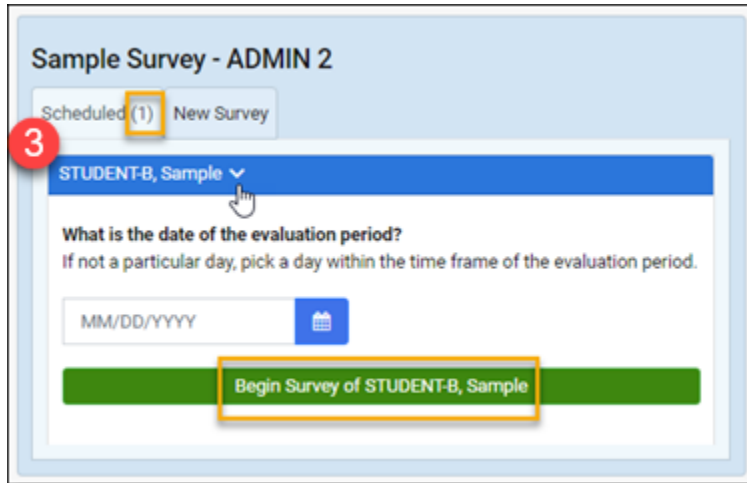


- **2. In Progress Tab**

- 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.



- **3. Scheduled Tab**

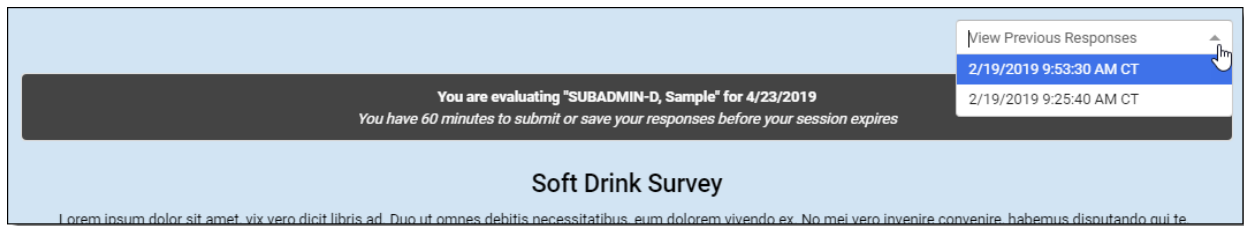
- The number in parentheses tells you how many pre-determined combinations have been scheduled for you for this survey.
- You'll see a blue bar for each scheduled survey. The blue bar contains the name of the person/item you are scheduled to review. Click these blue bars to reveal or hide the "Begin 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."

Other Survey Features

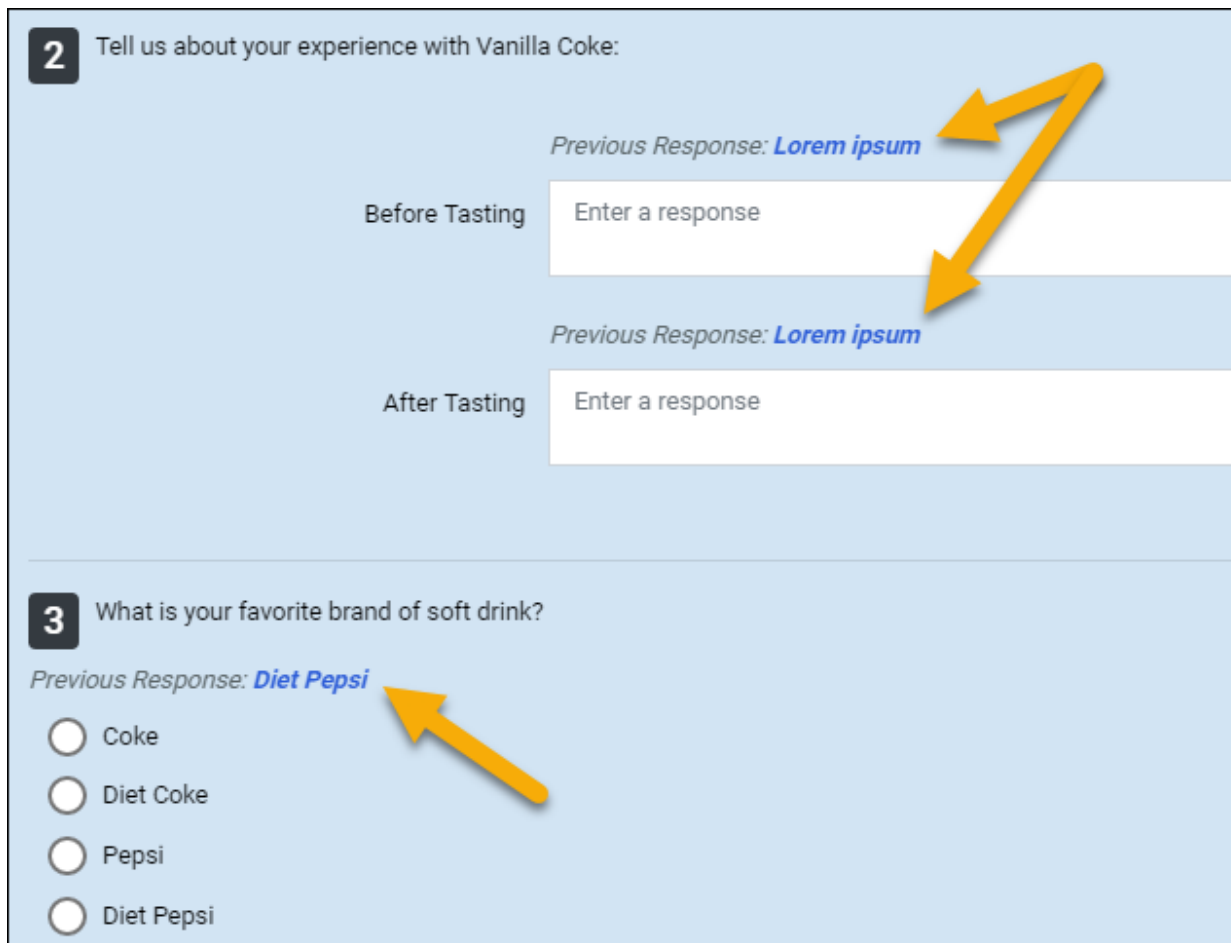
Viewing Previous Responses

If allowed in the survey settings, you might see a "View Previous Responses" drop-down list at the top of the survey.



The screenshot shows the top of a survey interface. A dark grey banner contains the text: "You are evaluating 'SUBADMIN-D, Sample' for 4/23/2019" and "You have 60 minutes to submit or save your responses before your session expires". Below this is the survey title "Soft Drink Survey". In the top right corner, there is a dropdown menu labeled "View Previous Responses" with two options: "2/19/2019 9:53:30 AM CT" (highlighted in blue) and "2/19/2019 9:25:40 AM CT". A mouse cursor is pointing at the dropdown arrow.

This drop-down list will show the list of previous responses submitted for this particular Reviewee. Simply select the response you wish to see, and your selections for each question will appear on the survey next to their respective questions.



The screenshot shows a survey question titled "2 Tell us about your experience with Vanilla Coke:". It has two sub-questions: "Before Tasting" and "After Tasting", each with a text input field labeled "Enter a response". Above each input field, the text "Previous Response: Lorem ipsum" is displayed. A yellow double-headed arrow points from the "Previous Response" text to the input field. Below the question, there is a section titled "3 What is your favorite brand of soft drink?" with a radio button list: "Coke", "Diet Coke", "Pepsi", and "Diet Pepsi". The text "Previous Response: Diet Pepsi" is displayed above the list, and a yellow arrow points from this text to the "Diet Pepsi" radio button.

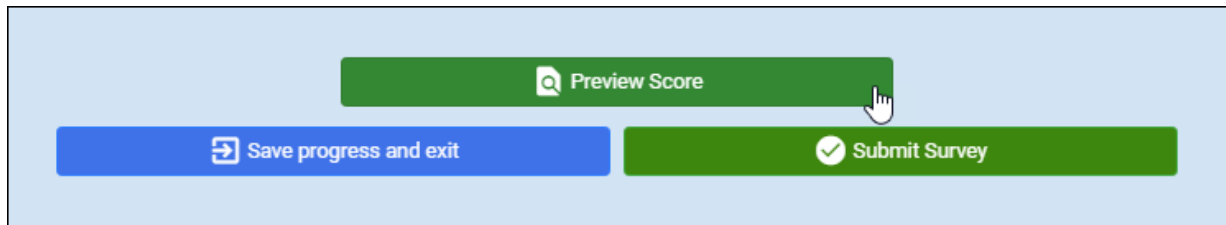
This function does not apply to the signature question and will not be available if you are completing a generic email invitation.

If you are writing in the name of the Reviewee, the name must be spelled exactly as it was the first time you reviewed this person or item; otherwise, the previous response data will not populate.

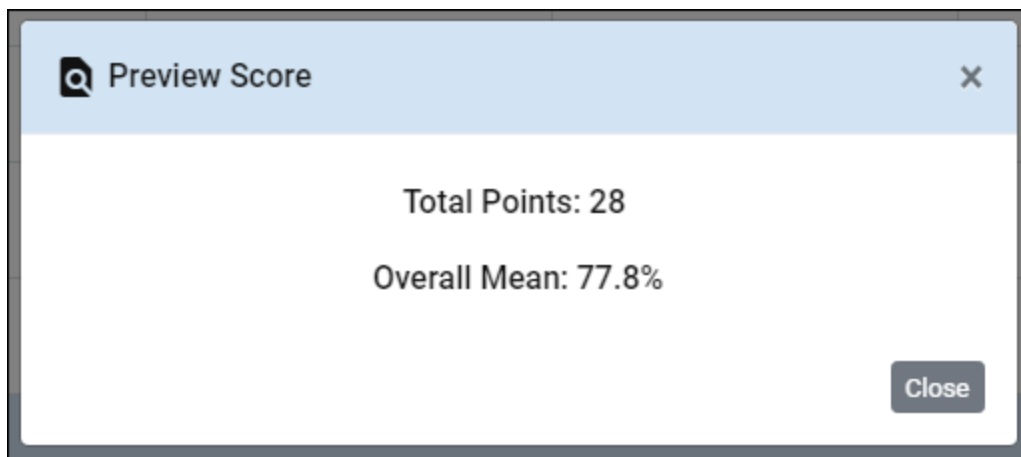
If you skipped a question previously, the previous response will show as "NR."

Preview Score

If allowed in the survey settings, you will see a "Preview Score" button at the end of your survey.

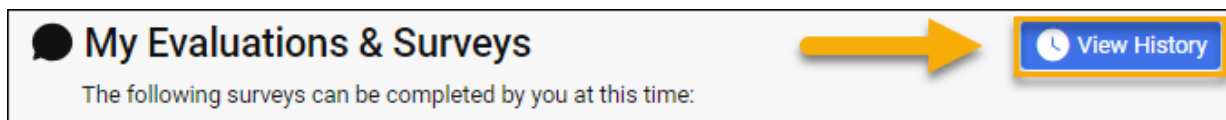


Clicking this button will allow you to preview the total points and overall mean percentage score before you actually submit the survey. This score is based on your current matrix question responses.



View Your Own Survey Responses

To view a history of your responses to EASI surveys, click "View History" in the top-right corner of your "My Evaluations & Surveys" page.



Under the "Taken By Me," tab you will see the pertinent information of surveys you have taken. You are able to search for a specific survey, reviewee, or survey completion date by using the search box (1). Sort the columns by clicking on the column headers (2). View the details of each specific response using the "View" button (3). Finally, you can use the navigation bar at the bottom to scroll through the pages of the list (4).

Response History

A history of survey responses.

← Respond

Taken By Me

Taken About Me

Search Taken By Me

1

	Title	Reviewee	2	Date Completed (ET) ▾
View	Anonymous	Other		6/4/2019 11:51:10 AM
3	aaa aaa test	Jane Smith		5/2/2019 7:15:19 AM
View	AAA Matrix Weighting	Other		4/15/2019 8:32:18 PM
View	AAA Matrix Weighting	Other		4/15/2019 8:31:08 PM
View	AAA Matrix Weighting	Other		4/15/2019 7:59:24 PM
View	sdfsdf	Cobo, Simon		3/21/2019 4:14:05 PM

⏮ ⏪ 1 2 3 ⏩ ⏭

25 ▾

4

Updated 8.17.2026

34

Appendix J: 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/>) 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 cmerchen@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.	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	

