

EXERCISE AND SPORT SCIENCE

INTERNSHIP STUDENT MANUAL

EXERCISE & NUTRITION SCIENCES
Department

WEBER STATE UNIVERSITY

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1. Introduction

Fundamental purpose of field experiences and internships

The basic purpose of field experiences or investigative internships (ESS 2890) and internships (ESS 4890) is to provide applied opportunities in career-related settings under the supervision of a qualified professional. Opportunities should be provided for application of knowledge and competencies acquired during the student's program of study and required in his or her professional field. Field experiences and internships should provide valuable work experience that can be included in a resume, will assist with future career searches, and hopefully lead to employment. Internships also provide a valuable service to the selected site. Thus, a field experience and internship should assist with the transition from the program of study to the professional setting.

The field experience or investigative internship (2890) should serve as a precursor to an internship (4890). As such, it should provide opportunities for observations on how the practitioner applies concepts and principles in the work environment, and limited participation in a variety of settings. Field experiences should assist the student in identifying and selecting an internship that is closely related to career interests and professional goals.

Internships should serve as a culminating experience, providing a variety of applied and work-related opportunities. As much as possible, within the restraints of the selected career site, an internship should provide comprehensive opportunities, in collaboration with site supervisors, to achieve meaningful work-related objectives (observable and measurable). An internship should be the most important and meaningful learning experience within the program of study and potentially the most worthwhile with respect to career preparation and employment.

Your Internship

Your internship is an opportunity to enhance your educational preparation and to obtain structured and professional experience in a supervised work environment. The purpose of your internship is to foster a spirit of independence and initiative as well as provide the opportunity to develop confidence in both your personal and professional abilities and establish vital links with professionals in your field of study.

Your internships may be:

- Taken for credit (1 – 6 semester credit hours¹).
- Part-time or full-time.
- On campus and off-campus.
- Paid or unpaid².
- During fall, spring or summer terms.

For your internship to be successful, a committed and collaborative partnership must exist among those involved in the experience (intern, site supervisor, internship coordinator). As the key benefactor of this partnership, you must be willing to put forth an optimal performance.

¹ For Strength & Conditioning internship, min. 2 cr. per experience, longer than 6 weeks is required.

² Weber State University does not engage in or facilitate compensation discussions between businesses and interns. Internships may be paid or unpaid; however, the Department of Labor defines [specific criteria](#) to determine whether an intern qualifies as an employee entitled to minimum wage protections.

2. Prerequisites

RECOMMENDED PRE-REQUISITES/MINIMUM REQUIREMENTS FOR STRENGTH & CONDITIONING EMPHASIS

ESS 2890 INT (SHADOW OR INVESTIGATIVE INTERNSHIP)

HTHS 2110 and 2111 or ZOOL 2320 and ZOOL 2420 (8 total credits)

NUTR LS 1020 (3) Science and Application of Human Nutrition

ESS 2200 (3) Exploring Exercise Science Professions

ESS 2300 (3) Fitness Evaluation and Exercise Prescription

ESS 4890 INT (APPLIED INTERNSHIP)

Same as ESS 2890 INT plus:

RHS 2300 (3) Emergency Response

PEP 3280 (3) Methods of Teaching Strength and Conditioning

ESS 3450 (3) Structural Kinesiology

ESS 3510 (3) Exercise Physiology

RECOMMENDED PRE-REQUISITES/MINIMUM REQUIREMENTS FOR CLINICAL EXERCISE PHYSIOLOGY EMPHASIS

ESS 2890 INT (SHADOW OR INVESTIGATIVE INTERNSHIP)

HTHS 2110 and 2111 or ZOOL 2320 and ZOOL 2420 (8 total credits)

NUTR LS 1020 (3) Science and Application of Human Nutrition

ESS 2200 (3) Exploring Exercise Science Professions

ESS 2300 (3) Fitness Evaluation and Exercise Prescription

ESS 4890 INT (APPLIED INTERNSHIP)

Same as ESS 2890 INT plus:

RHS 2300 (3) Emergency Response

ESS 3450 (3) Structural Kinesiology

ESS 3510 (3) Exercise Physiology

ESS 4370 (3) Exercise Physiology for Special Populations

RECOMMENDED PRE-REQUISITES/MINIMUM REQUIREMENTS FOR EXERCISE SCIENCE EMPHASIS

ESS 2890 INT (SHADOW OR INVESTIGATIVE INTERNSHIP)

HTHS 2110 and 2111 or ZOOL 2320 and ZOOL 2420 (8 total credits)

NUTR LS 1020 (3) Science and Application of Human Nutrition

ESS 2200 (3) Exploring Exercise Science Professions

ESS 2300 (3) Fitness Evaluation and Exercise Prescription

ESS 4890 INT (APPLIED INTERNSHIP)

Same as ESS 2890 INT plus:

RHS 2300 (3) Emergency Response

ESS 3450 (3) Structural Kinesiology

ESS 3510 (3) Exercise Physiology

3. Process Expectations of all Parties

You will be expected to:

Pre Internship

- Meet with the ESS Internship Coordinator after discussing your preparation requirements and potential internships within your field(s) of study with your faculty mentor or department advisor. Prior to this meeting, review the contents of your ***Internship Manual*** (this document). Your internship coordinator will further discuss your professional preparation and potential internship opportunities.
- Propose potential internship sites and review requirements for each site.
- Use available resources to obtain an internship interview.
- After being accepted for an internship, complete the **Internship Agreement** with the site supervisor and internship coordinator. Obtain and review specific responsibilities with the site supervisor. The internship coordinator will determine the number of credit hours that you are eligible to enroll.
- Review internship assignments, reports, and evaluations with the internship coordinator and then with the site supervisor.
- Register for the internship.

Internship

- Attend the initial internship orientation meeting and complete and submit ***your internship agreement document, signed and complete, to Canvas.*** Make sure you understand the purpose of each class assignment, how to complete it, and when to submit each one.
- Provide your site supervisor with ***an overview of the course content and their responsibilities.*** This encompasses signing hours documents, evaluation forms, and connecting with the Internship Coordinator should any issues arise during the course of the internship experience.
- **Complete the internship contract quiz in Canvas.**
- Obtain a **weekly schedule** (days and times you work at your internship site) and submit it to the Internship Coordinator as part of regular coursework.
- Accomplish, to the best of your ability, all of the daily duties and tasks (as well as special projects) assigned by your site supervisor that relate to the agreed-upon expectations and responsibilities of the position.
- Maintain a professional appearance and behave in a professional manner.
- Adhere to professional ethics and follow the rules and regulations and performance requirements of the site's organization.
- Complete the academic requirements (reports and evaluations) as outlined in the Internship Manual. It is the student's responsibility to make the site supervisor aware of reports and evaluations prior to the Canvas due date.
- Notify the university internship coordinator of any changes in the original internship agreement or of any problems that develop during the work experience.

- If changes to established assignment due dates are necessary, it is your responsibility to submit revised due dates to your internship coordinator for approval. This must be done prior to the established due date. Late reports will have a negative influence on your final grade.
- Assignment/Reports
 - For security reasons, **all internship e-mail correspondence** must be submitted through **Weber State University e-mail.** (@mail.weber.edu or @weber.edu).
 - Assignments/reports must be **submitted in the required format** on or before the established due dates. Refer to the manual for format and examples.
 - **The font style and font size for the assignment/reports is Times New Roman 12.**
 - Your internship site supervisor must sign and date below the total number of hours completed on each assigned **Internship Hours** report. They must be submitted directly to the Canvas course shell.
 - All evaluation forms must be signed by your internship site supervisor and submitted to the Canvas course shell or to the internship coordinator's direct @weber.edu address.
 - Your internship site supervisor's evaluation documentation must be completed by the designated site supervisor, not an intermediary party, and submitted, signed, directly to the Canvas Course shell or emailed to the internship coordinator through an @weber.edu address.

Desired Experiences, Outcomes and Expectations^{3,4,5} for Intern, Site Supervisor, and Internship Coordinator

Intern - Exercise and Sports Science

1. Assess the needs of the clientele and develop appropriate intervention strategies (e.g., fitness evaluations; health appraisals; exercise, weight loss, and stress management programs).
2. Educate and/or counsel clients relative to physical activity and lifestyle issues.
3. Organize, implement, and monitor appropriate intervention strategies (e.g., preventive and/or rehabilitative exercise programs).
4. Assist and conduct health promotion and/or performance improvement programs.
5. Safely apply the principles related to health and fitness to intervention programs.
6. Answer questions related to health and fitness and be able to refer others to appropriate sources of information when necessary.
7. Perform functional tests and body composition measurements.
8. Interpret and explain health profiles to clients and under general supervision, be able to make sound independent decisions regarding clients' needs and program planning.
9. Assist in the safe and efficient management and maintenance of programs and adhere to safety and treatment precautions.

³ Department of Health, Exercise and Sport Sciences. *Health Fitness Internship Manual*. Southern Main University. January 2009.

⁴ Department of Physical Education, Exercise and Sport Sciences. *Undergraduate Exercise Science Internship Experience*. East Tennessee State University.

⁵ Council on Accreditation of Strength and Conditioning Education. *Professional Standards & Guidelines (ver. 12)*. NSCA Special Committee on Accreditation. March 2025.

10. Exhibit good time management skills for the timely completion of client scheduling, programming, and documentation.
11. Maintain awareness of current professional standards and practices as evidenced by participation in professional organizations and review of professional literature.
12. Maintain current professional and C.P.R certifications.
13. Maintain good working relationships with interdisciplinary team members and have a thorough understanding of their roles.
14. Maintain consistently high productivity and effectiveness in responsibilities.
15. Demonstrate clear, concise, and thorough documentation of client/program progress.
16. Demonstrate willingness to learn new skills and to improve on existing skills.
17. Relate well to assigned client populations.
18. Exhibit good listening skills and problem-solving abilities.
19. Maintain a professional appearance appropriate to work-related responsibilities.

Site supervisor

1. Provide information about the site, professional personnel, and available intern opportunities.
2. Provide formative and summative feedback regarding the student intern's performance.
3. Maintain contact with the internship coordinator.
4. Work with the student intern as an entry-level employee.
5. Provide an opportunity for a broad, well-rounded internship experience to demonstrate professional and ethical standards within the field of profession.
6. Outline, in consultation with the student intern, objectives, duties, tasks, and special project expectations. This is to be reported in the [Internship Description](#) assignment.
7. Provide an overview of the site's mission (purposes), policies, administration, program, and physical facilities. To be reported in the [Internship Description](#) assignment.
8. Introduce the student intern to the staff as a co-worker and provide information about regulations that must be conformed to at the site.
9. Provide an orientation of facilities, resources, equipment, and materials associated with assigned responsibilities.
10. Provide an orientation of the community and its resources.
11. Provide opportunities for successful experiences that will promote growth and a sense of achievement.
12. Encourage the high standards of performance, provide praise for work well done, constructive evaluation, and encourage self-evaluation.

Exercise and Sports Science Internships: Desired experiences, outcomes, and expectations

Internship coordinator

1. Be responsible for the site approval process and site monitoring.
2. Conduct maintenance visits and/or communication.
3. Conduct initial site inquiry discussions
4. Provide internship orientation sessions.
5. Assist in the selection of sites that will provide experiences commensurate with the professional goals of individual students.
6. Represent the University in official arrangements with cooperating sites.
7. *Review and evaluate all of the student's written assignments.
8. Make at least site visits per term: at the mid-term (preferably when the intern is working).
9. Address unique problems and issues as they arise.
10. *Determine the final grade for the student intern based on established criteria.
11. Approve student placement and make final arrangements for the placement.
12. Maintain communication with the site supervisor concerning supervision of the Internship Program.

Products

Intern

1. [Internship agreement](#), [weekly schedule](#), and responsibilities quiz (include class, work, and internship schedule)
2. [Internship Description](#) (objectives, duties, tasks, special projects) assignment
3. [Expectations](#) (professional growth) assignment
4. [Midterm status report](#) plus [Journal of Activities \(non-S&C\)/Journal of Activities \(S&C\)](#)
5. [Evaluation of Internship Experience Report](#) plus [Journal of Activities \(non-S&C\)/Journal of Activities \(S&C\)](#)
6. [Final Outcomes Report](#)
7. [Internship Evaluation Report](#)
8. (Strength & Conditioning Interns only) Program organization, administration, and oversight module (located in Canvas)

Site supervisor

1. Assist with the development of the [Internship Description](#) and [Expectations](#) assignment.
2. Provide midterm assessment ([Internship Performance Evaluation Profile](#))
3. Provide final assessment ([Internship Performance Evaluation Profile](#))

Internship coordinator

1. Maintain the intern site database (located on Google Drive).
2. Maintain intern performance files (communication, assignments, evaluations, and hours).
3. Maintain the intern and employment bulletin board.
4. Provide status reports as requested by the administration and accrediting agencies.
5. *Submit internship course grades as required by the University.

*Maybe completed by the internship course instructor.

4. Internship Description Report

Develop a description of your internship. Include an explanation of your areas of responsibility, the tasks and duties you have been assigned within each area and the assignments or projects you will be involved in or responsible for. Follow the sample below to develop your internship description. Font: Times New Roman, font size 12.

INTERNSHIP DESCRIPTION

Internship Position Title

Organization

Location

Program Supervisor

Submitted by

Your Name

Course Number and Credit Hours

Date

First Area of Responsibility (e.g., Reception Desk)

Assigned tasks and duties

Special assignments or projects

Supervisor

Second Area of Responsibility (e.g., Resistive Conditioning Area or Program)

Assigned tasks and duties

Special assignments or projects

Supervisor

Third Area of Responsibility (e.g., Aerobics Area or Program)

Assigned tasks and duties

Special assignments or projects

Supervisor

Fourth Area of Responsibility (e.g. Marketing and Sales)

Assigned tasks and duties

Special assignments or projects

Supervisor

5. The Interns' Expectations

Outline the expectations you have for this internship. Describe how you plan to accomplish each expectation. Review these expectations and plans with your supervisor to determine if they are realistic and feasible. The expectations should be specific, not broad objectives, attainable within the term of the internship, measurable, and capable of formative evaluation. This report should be viewed as a professional growth experience that provides you the opportunity to identify specific professional areas you need to develop or improve upon and outline plans to achieve them. Follow the sample below to develop your expectations report. Font: Times New Roman, font size 12.

EXPECTATIONS
Internship Position Title
Organization
Location
Program Supervisor

Submitted by Your Name
Course Number and Credit Hours Date

Professional Orientation

Expectation

Plan for Achievement

Human Relations

Expectation

Plan for Achievement

Communication

Expectation

Plan for Achievement

Computer Literacy

Expectation

Plan for Achievement

Professional Knowledge/Conversancy

Expectation

Plan for Achievement

Professional Skill/Competency⁶

Expectation

Plan for Achievement

Teaching/Facilitating

Expectation

Plan for Achievement

Program/Resource Management

Expectation

Plan for Achievement

⁶ Strength & Conditioning field experience must minimally include the following key areas: warm-up, flexibility training, exercise technique, spotting, Olympic-style lifting, progressions/regressions, test selection and administration, program design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization. See [Appendix A](#) for the complete areas of instruction required by CASCE.

SAMPLE OF MEASURABLE/OBSERVABLE EXPECTATIONS

Developed: 7 January 2002 Revised: 1 July 2019

Professional Knowledge/Conversancy

Expectation

To summarize personal wellness profile (PWP) results to a small group of employees.

Plan for Achievement

Practice presenting and explaining personal wellness profile results to fellow interns and supervisor.

When the supervisor approves, then present and explain PWP results to a small group of employees.

Have employees evaluate my presentation and explanation of their wellness profile results.

Professional Skill/Competency

Expectation

To obtain accurate measurements when administering the following clinical tests:

1. Blood pressure using auscultation technique with a stethoscope and aneroid sphygmomanometer and automated sphygmomanometer.
2. Lung capacity (FEV-1/FVC) using a micro spirometer.
3. Body composition using the Harpenden skinfold calipers and Bod Pod.

Plan for Achievement

Practice administering clinical tests to fellow interns and employee wellness participants.

Validate measurements with an experienced clinical evaluator.

6. Status Reports

One status report (mid-term) and one final evaluation report will be required during your internship. Deadlines for submitting these reports will be established in the syllabus and Canvas course materials. This report should be written as an outcomes report. The purpose of a status report is to summarize what you have accomplished. This requires quantitative as well as qualitative information. For example, *Customer Service & Productivity*: How many clients have you worked with (e.g., average or total per day, week, month)? How many conditioning sessions? Did you have a system in place to have them rate their satisfaction with your service (e.g., client or supervisor feedback)? Follow the sample below to complete your mid-term status report. Font: Times New Roman, font size 12.

STATUS REPORT
Challenges and Opportunities
Internship Position Title
Organization
Location
Program Supervisor

Submitted by Your Name
Course Number and Credit Hours
Date

Duties and Responsibilities

Area of Responsibility
Duties & Tasks
Special Assignments and Projects

Professional Orientation (Service)

Goals, Objectives, Opportunities
Quality Experiences and Performance
Customer Service and Productivity

Human Relationship

Teamwork & Leadership
Counseling

Communication and Computer Skills

Oral
Written
Computer (Equipment, applications, communication)

Professional Development

Knowledge (Conversancy)
Skill (Competency)
Technical Opportunities and Challenges

Facilitation and Resource Management

Teaching/Facilitating
Program and Resource Management

7. Daily Journal of Activities
(Font: Times New Roman, font size 8)

Name _____ Internship _____ Date _____

Date	Brief summary of experience (opportunities, frustrations, problems, solutions)	Hours/ Cumulative
	<input type="checkbox"/> Duties/tasks <input type="checkbox"/> Professional orientation (cooperation, commitment, service, quality) <input type="checkbox"/> Human relation experiences (interpersonal, counseling, facilitation, interaction) <input type="checkbox"/> Communication and computer skills (oral, written, computer applications, communication) <input type="checkbox"/> Professional development [knowledge (conversancy), skill (competency), technical skill] <input type="checkbox"/> Facilitation/Management (Teach, facilitate, plan, budget, manage programs and resources, evaluate, market, sale)	
	<div style="text-align: right; margin-right: 100px;"> _____ Supervisor's Signature </div>	

7. Daily Journal of Activities (Strength & Conditioning)

(Font: Times New Roman, font size 8)

Name _____ Internship _____ Date _____

Date	Brief summary of experience (opportunities, frustrations, problems, solutions)	Hours/ Cumulative
	<input type="checkbox"/> Duties/tasks <input type="checkbox"/> Professional orientation (cooperation, commitment, service, quality) <input type="checkbox"/> Human relation experiences (interpersonal, counseling, facilitation, interaction) <input type="checkbox"/> Communication and computer skills (oral, written, computer applications, communication) <input type="checkbox"/> Professional development [knowledge (conversancy), skill (competency), technical skill] <div style="margin-left: 20px;"> <input type="checkbox"/> Warm-up <input type="checkbox"/> flexibility training <input type="checkbox"/> exercise technique <input type="checkbox"/> spotting <input type="checkbox"/> Olympic-style lifting <input type="checkbox"/> progressions/regressions <input type="checkbox"/> test selection and administration <input type="checkbox"/> program design <input type="checkbox"/> speed/agility/plyometric training <input type="checkbox"/> anaerobic and aerobic program design <input type="checkbox"/> periodization </div> <input type="checkbox"/> Facilitation/Management (Teach, facilitate, plan, budget, manage programs and resources, evaluate, market, sale)	
	<div style="border-top: 1px solid black; width: 100%;"></div> Supervisor's Signature	

8. Final Outcomes Report

Developed: 24 May 1999 Revised: 16 November 2021

Intern,

Evaluate your internship experience. Address the contribution it made to your professional growth and the potential this internship has for future interns. Incorporate the same heading format as in previous reports. Include all headings and subheadings. If there was no opportunity for professional growth for a particular heading/subheading simply indicate "No opportunity"; if the heading/subheading did not apply to your internship respond with "Not applicable". Font: Times New Roman, font size 12.

I. Requirements for intern position

1. *Competency (skill)*
2. *Conversancy (knowledge)*

II. Setting

1. *Facilities*
2. *Equipment*
3. *Personnel*

III. Professional development experiences/opportunities (include S&C competencies for S&C internships)

1. *Professional Orientation*
 - Perspective
 - Cooperation/commitment
 - Quality
 - Development
2. *Human Relations*
 - Interpersonal interaction
 - Counseling/Patient Interaction
3. *Communication and Computer Skills*
 - Communication, oral (e.g., counseling, meetings, presentations)
 - Communication, written (e.g., reports, clinical documentation)
 - Literacy, computer (e.g., e-mail, word processing, spreadsheets, databases)
4. *Professional Development*
 - Knowledge (Conversancy)
 - Nutrition
 - Exercise Science (aerobics, resistive, ROM)
 - Health promotion
 - Therapy: modalities, exercise progression, testing procedures
 - Skill (Competency)
 - Nutritional analysis
 - Leading aerobics
 - Personal training (resistive, ROM, aerobics)
 - Health risk appraisals
 - Therapy: modalities, exercise progression, testing procedures
 - Technical (operation, maintenance, repair)
 - Equipment (exercise, assessment)
 - Technology (media, software)
 - Therapy equipment
5. *Facilitation and Resource Management*
 - Teaching and Facilitation
 - Leading Physical Activities (e.g., aerobic, anaerobic, ROM, therapy)
 - Pedagogy (e.g., facilitate, teach, coach, demonstrate)
 - First Aid, Emergency Response
 - Measure, evaluate, program
6. *Administrative/Management*
 - Plan & Organize
 - Implement
 - Promote, market, sale
 - Financial (budget, requests, reports)
 - Legal

9. EVALUATION OF INTERNSHIP EXPERIENCE: PAGE 1

Developed: 26 August 2002 Revised: 16 November 2021

Internship:

Supervisor:

Term/Year

EVALUATION CATEGORIES	RATING					COMMENTS, SUGGESTIONS, CONSTRUCTIVE CRITICISM
	Poor	Weak	Adequate	Good	Excellent	
PREPARATION FOR INTERNSHIP						
Requirements for intern position						
1. Competency (Skill)	1	2	3	4	5	
2. Conversancy (Knowledge)	1	2	3	4	5	
SETTING						
1. Facilities	1	2	3	4	5	
2. Equipment	1	2	3	4	5	
3. Personnel	1	2	3	4	5	
EXPERIENCES & OPPORTUNITIES						
1. Professional Orientation	1	2	3	4	5	
2. Human Relations	1	2	3	4	5	
3. Communication/Computer Skills	1	2	3	4	5	
Oral	1	2	3	4	5	
Written (reports, documentation)	1	2	3	4	5	
Computer	1	2	3	4	5	
4. Professional Development	1	2	3	4	5	
Knowledge (conversancy)	1	2	3	4	5	
Skill (competency)	1	2	3	4	5	
Technical equipment	1	2	3	4	5	
5. Facilitation & Resource Managemnt	1	2	3	4	5	
Teaching & Facilitation	1	2	3	4	5	
Leading physical activities	1	2	3	4	5	
Teaching, training, therapy	1	2	3	4	5	
Emergency Response	1	2	3	4	5	
Measure, evaluate	1	2	3	4	5	
6. Administrative/Management	1	2	3	4	5	
Plan & organize	1	2	3	4	5	
Implement	1	2	3	4	5	
Promote, market, sale	1	2	3	4	5	
Financial (budget)	1	2	3	4	5	
Legal	1	2	3	4	5	
OVERALL RATING	1	2	3	4	5	Submitted by:

EVALUATION OF INTERNSHIP EXPERIENCE: PAGE 2 (STRENGTH & CONDITIONING INTERNSHIP ONLY)

Developed: 29 July 2025

Internship:

Supervisor:

Term/Year

STRENGTH & CONDITIONING EVALUATION CATEGORIES	RATING					COMMENTS, SUGGESTIONS, CONSTRUCTIVE CRITICISM
	Poor	Weak	Adequate	Good	Excellent	
SCIENTIFIC PRINCIPLES OF STRENGTH AND CONDITIONING						
1. Adaptations to anaerobic training	1	2	3	4	5	
2. Adaptations to aerobic training	1	2	3	4	5	
3. Age-differences and implications for resistance training	1	2	3	4	5	
4. Sex-differences and implications for resistance training	1	2	3	4	5	
5. Injury types, healing and reconditioning strategies	1	2	3	4	5	
RESISTANCE TRAINING, CONDITIONING, AND PROGRAM DESIGN						
1. Warm-up	1	2	3	4	5	
2. Flexibility training	1	2	3	4	5	
3. Exercise technique						
4. Spotting	1	2	3	4	5	
5. Olympic-style lifting	1	2	3	4	5	
6. Progressions/regressions	1	2	3	4	5	
7. Test selection and administration	1	2	3	4	5	
8. Program design	1	2	3	4	5	
9. Speed/agility/plyometric training	1	2	3	4	5	
10. Anaerobic and aerobic program design	1	2	3	4	5	
11. Periodization	1	2	3	4	5	
PROGRAM ORGANIZATION, ADMINISTRATION AND OVERSIGHT	1	2	3	4	5	
1. Facility design, layout, equipment arrangement	1	2	3	4	5	
2. Facility policies, procedures, and legal issues	1	2	3	4	5	
3. Staff policies and activities	1	2	3	4	5	
4. Emergency planning and response	1	2	3	4	5	
OVERALL RATING	1	2	3	4	5	Submitted by:

ESS 4890 Cooperative Work Experience (Internship) Weber State University - Exercise and Sports Science
Program Internship Midterm Performance Evaluation Instructions

Developed: 27 November 2007

Revised: 16 November 2021

Intern supervisor,

Our intern should have provided you with this evaluation package during the first three weeks of the internship.

Three documents are attached to this instruction sheet:

1. Intern Midterm Performance Evaluation Report
2. Internship Final Performance Evaluation Profile
3. Log of Hours

The Intern Midterm Performance Evaluation Report provides an outline of the performance criteria included in the evaluation profile and identifies the organizations that have influenced the selection of performance categories to be evaluated.

Regarding completion of the Internship Performance Profile,

1. Our intern should have completed the following:
 - a. Profile of [their name] b. W# c. Term d. Year
2. Within each of the five major performance categories there are several performance components followed by brackets []. If you observe and feel comfortable in evaluating any or all of the components please provide a standard score within the bracket of the component you are evaluating. Note: If the bracket is left blank or "NO or N/A" is printed within the bracket, the assumption will be that no observation has taken place or no opportunity was provided for that component.
3. Once you have evaluated the components within each category, provide an estimate of the intern's overall performance for each category. There is no need to average the component scores; simply provide an overall estimate for the category. If you do not feel comfortable in providing an overall estimate for a given category leave it blank with a note.
4. Circle the Standard Performance Scale (Weighted) scores or mark them with an "X".
5. Provide constructive comments in the "Rating Comments" section.
6. Provide an estimated final grade and sign the document with your title. Please include a date in the upper right hand portion of the profile.
7. If possible, provide a letter of commendation.
8. Either directly email the report to the internship coordinator, review the score in a meeting with the site supervisor (which can be arranged by using the aforementioned email address), or return to the intern for Canvas submission.

ESS Internship Coordinator
Swenson Building 2801
University Circle Weber
State University
Ogden, UT 84408-2801

Thank you for providing this internship opportunity,

ESS Internship Coordinator

7. Intern Performance Evaluation

Intern Supervisor,

The following information is provided to assist you in helping us evaluate the performance of our interns. The profile is broken down into five major performance categories. On the attached form, evaluate only those items that apply.

- A. Professional Orientation
 - 1. In practice, was the intern dependable, punctual, productive, customer/client/patient service-driven, and presentable in his/her attire and appearance?
- B. Human Relations
 - 1. Did the intern demonstrate desirable interpersonal skills through their teamwork, leadership, coachable nature, mature and friendly interaction, as well as an enthusiastic and energetic attitude?
 - 2. Was the intern's counseling/patient interaction skill adequate (e.g., ability to listen, advise, relate, remain focused, and demonstrate genuine concern)?
- C. Communication and Computer Skills
 - 1. Was the intern effective in their oral communication (e.g., clear, concise, focused, and relevant)?
 - 2. Was the written communication submitted by the intern of acceptable quality (e.g., content, grammar, error-free, clinical documentation, medical terminology, SOAP notes)?
 - 3. Did the intern demonstrate adequate computer literacy? Was he/she capable of using word processing, database, spreadsheet, and Internet applications/sources?
- D. Professional Knowledge and Skill
 - 1. Was the intern conversant in areas such as nutrition, aerobic conditioning, flexibility, resistive training, health promotion, and therapy?
 - 2. How would you rate the skill or competency of the intern related to nutritional analysis, leading aerobic activities, performing as a personal trainer or coach, or therapist?
 - 3. Was the intern technically competent? How well did they operate/manage media, exercise, assessment, and therapy equipment?
- E. Facilitation and Resource Management
 - 1. How effective was the intern in facilitating and teaching? Was he/she a capable planner, organizer, manager, instructor/guide, and evaluator?
 - 2. How effective was the intern in program management? Did he/she assess individual/group needs, identify goals, plan, organize, implement, and evaluate effectively?
 - 3. How effective was the intern in resource management? Were the intern's budgeting, marketing, and sales skills acceptable?

If the intern is completing a Strength & Conditioning internship, please complete the Strength & Conditioning-specific competency evaluation in addition to the evaluation form described above.

Your evaluation and feedback are vital to the continued development of both the intern and our program. Thank you for providing this internship opportunity to our student.

Respectfully,

Exercise & Sport Science Internship Coordinator
Department of Exercise & Nutrition Sciences
Weber State University

INTERNSHIP PERFORMANCE EVALUATION PROFILE - SAMPLE

Supervisor Name/Title: _____ Site: _____

Student: _____ ID# W00000000 Term Fall Year 2025 Date 20 November

KEY AREAS	Unsatisfactory	Below Average	Average	Above Average	Excellent	Score	Rating Comments or No Opportunity to Observe (N/A)
A. Professional Practice Dependable [5] Punctual [4] Productive [4] Work Ethic [5] Appearance, Dress, Grooming [5] Customer Service, Manner [4]	0 1	1.5 2.0	2.5 3.0	3.5 4.0	X 5.0	4.5	Very positive in this area. Great work ethic. Work on getting to your obligations on time.
B. Human Relations 1. Interpersonal: Teamwork[5] Leadership[5] Maturity [5] Coachable[5] Enthusiasm/Energetic[5]	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 X	5.0	Great interpersonal skills. Created a positive atmosphere in meetings and when working with clients.
2. Patient Interaction: Listening ability[3] Advising ability[3]Relates to Diverse Clients[4] Genuine concern[4] Empathetic[5]	0 1	1.5 2.0	2.5 3.0	X 4.0	4.5 5.0	3.5	Make sure you understand what someone has said before your respond
C. Communication & Computer Skills 1. Oral: Clear [3] Articulate[5] Relevant[5]	0 1	1.5 2.0	2.5 3.0	X 4.0	4.5 5.0	3.5	Impressive oral communication ability. Slow down during your presentations.
2. Written: Content[3] Grammar [2.5] Coherent[3] Professional [3] Clear, concise [3] Accuracae [4]	0 1	1.5 2.0	2.5 X	3.5 4.0	4.5 5.0	3.0	Needs to proof reports before submitting them.
3. Computer Literacy: Spreadsheet [N/A] Database[N/A] Power Point[N/A] Social Media[N/A]	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0	N/A	Clinical documentation not applicable. Inadequate observation; did not evaluate
D. Professional Development/Performance 1. Background Knowledge: Nutrition[5] Aerobic Conditioning [5] Resistive Training[5] Health Education/Promotion [5] Exercise Progression[5] Testing Procedures[5] Therapy: Modalities[N/A]	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 X	5.0	Very conversant on topics related to personal training and group exercise.
2. Skill/Competency: Nutrition Analysis[N/A] Leading Group Exercise [N/A] & Resistive Training[5] Exercise Progression[5] Testing Procedures[4] Therapy: Modalities [4]	0 1	1.5 2.0	2.5 3.0	3.5 4.0	X 5.0	4.5	Excellent personal training background. Clients loved workouts.
3. Technical: (Operation, Maintenance) Exercise Equipment[N/A] Assessment Equipment [N/A] Therapy Equipment[N/A]	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0	N/A	No opportunity provided. Therapy not applicable
E. Teaching & Resource Management 1. Teaching: Lesson Plan [3] Instruct/Guide [3] Class Management[4] Evaluate Effectiveness [3]	0 1	1.5 2.0	2.5 3.0	X 4.0	4.5 5.0	3.5	Evaluating clients progress and providing them with motivational feedback needs to be developed.
2. Program/Project Management Assess Group/Individual Needs[4] Identify Goals[4] Plan/Organize [4] Implement [4] Evaluate[4]	0 1	1.5 2.0	2.5 3.0	3.5 X	4.5 5.0	4.0	Skills to identify individual needs and goals based on the demand of sports needs to be improved.
3. Resource Management Budget [N/A] Market [N/A] Facility Operation [N/A]	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0	N/A	No opportunity provided.
OVERALL PERFORMANCE RATING	E	D	C	B	A	4.06	/60

INTERNSHIP PERFORMANCE EVALUATION PROFILE (Strength & Conditioning Competencies)

Page 1

Supervisor Name/Title, _____ Site, _____

Student, _____ ID# _____ Term _____ Year _____ Date _____

Rating Comments or
No Opportunity to Observe (N/A)

KEY AREAS (Standard III.C.)	Unsatisfactory	Below Average	Average	Above Average	Excellent	Score	
III.C.6. Scientific principles of S & C Adaptation to training – musculoskeletal, neural, endocrine, cardiovascular	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Acute and chronic responses and interactions – training response, detraining, overtraining	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Individual and Population Considerations – age, sex	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Injury, Rehabilitation, and Program Design – tissue healing, rehab & reconditioning	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
III.C.7. Resistance training & conditioning (practical) Preparation & flexibility	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Exercise techniques & safety	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Resistance training modalities	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Advanced/alternative training modes	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
III.C.8. Exercise Testing & Prescription with Emphasis in Anaerobic Exercise Foundations and rationale for testing	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Test selection & quality	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Test procedures & implementation	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Data analysis & interpretation	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
III.C.9. Program Design as Related to Strength and Conditioning Resistance training program design	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Plyometric training program design & technique	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Speed and agility training program design & technique	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Aerobic endurance training program design & periodization	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
III.C.10. Program organization, administration, and oversight Facility Design & Layout	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Facility operation & maintenance	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Policies, procedures, & administration	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
Safety & emergency preparedness	0 1	1.5 2.0	2.5 3.0	3.5 4.0	4.5 5.0		
OVERALL PERFORMANCE RATING	E	D	C	B	A		/100

III.C.6. Scientific Principles of Strength and Conditioning

1. Anaerobic Training Adaptations and Responses: Adaptations to anaerobic training programs (a), Neural adaptations (b), Muscular adaptations (c), Connective tissue adaptations (d), Endocrine responses and adaptations to anaerobic training (e), Cardiovascular and respiratory responses to anaerobic exercise (f), Compatibility of aerobic and anaerobic modes of training (g), Overtraining, definition, prevalence, diagnosis, and potential markers (h), Detraining (i)
2. Aerobic Training Adaptations and Responses: Adaptations to aerobic endurance training (j), Acute responses to aerobic exercise (k), Chronic adaptations to aerobic exercise (l), External and individual factors influencing adaptations to aerobic endurance training (m)
3. Population-Specific Considerations, Age- and sex-related differences and their implications for resistance exercise (n), Children (o), Female athletes (p), Older adults (q)
4. Rehabilitation, Injury, and Risk Management: Rehabilitation and reconditioning (r), Types of injury (s), Tissue healing (t), Rehabilitation and reconditioning strategies (u), Program design (v), Reducing risk of injury and reinjury (w)

III.C.7. Resistance Training and Conditioning (Practical/Laboratory)

1. Preparation and Flexibility: Warm-up and flexibility training (a), Types of stretching (b), Static stretching techniques (c), Dynamic stretching techniques (d)
2. Exercise Techniques and Safety, Fundamentals of exercise technique (f), Exercise technique for free-weight and machine training (e), Spotting free-weight exercises (g)
3. Resistance Training Modalities: Resistance training exercises (h), Bodyweight training methods (k), Core stability and balance training methods (l), Variable-resistance training methods (m), Unilateral training (n)
4. Advanced/Alternative Training Modes: Olympic style lifting techniques, progressions and regressions (i), Exercise technique for alternative modes and nontraditional implement training (j), Alternative modes and nontraditional exercises (o)

III.C.8. Exercise Testing/Exercise Prescription with Emphasis in Anaerobic Exercise

1. Foundations and Rationale for Testing: Reasons for testing (b), Principles of test selection and administration (a), Testing terminology (c)
2. Test Selection and Quality: Test selection (e), Evaluation of test quality (d), Measuring parameters of athletic performance (h)
3. Test Procedures and Implementation: Test administration (f), Administration, scoring, and interpretation of selected tests (g), Selected test protocols and scoring data (i)
4. Data Analysis and Interpretation: Statistical evaluation of test data (j)

III.C.9. Program Design as Related to Strength and Conditioning

1. Resistance Training Program Design: Program design for resistance training (a), Principles of anaerobic exercise prescription (b): (i) Step 1, Needs analysis, (ii) Step 2, Exercise selection, (iii) Step 3, Training frequency, (iv) Step 4, Exercise order, (v) Step 5, Training load and repetitions, (vi) Step 6, Volume, (vii) Step 7, Rest periods
2. Plyometric Training Program Design & Technique: Program design and technique for plyometric training (c): (i) Plyometric mechanics and physiology, (ii) Design of plyometric training programs, (iii) Age considerations, (iv) Plyometrics and other forms of exercise, (v) Safety considerations, (vi) Plyometric drills
3. Speed and Agility Training Program Design & Technique: Program design and technique for speed and agility training (d): (i) Speed and agility mechanics, (ii) Neurophysiological basis for speed, (iii) Running speed, (iv) Agility performance and change-of-direction ability, (v) Methods of developing speed, (vi) Methods of developing agility, (vii) Program design, (viii) Speed development strategies, (ix) Agility development strategies, (x) Speed and agility drills
4. Aerobic Endurance Training program Design & Periodization: Program design and technique for aerobic endurance training (e): (i) Factors related to aerobic endurance performance, (ii) Designing an aerobic endurance program, (iii) Types of aerobic endurance training programs, (iv) Application of program design to training seasons, (v) Special issues related to aerobic endurance training, (vi) Aerobic endurance training exercises, (vii) Periodization, (viii) Central concepts related to periodization, (ix) Periodization hierarchy, (x) Periodization periods, (xi) Applying sport seasons to the periodization periods, (xii) Undulating versus linear periodization models, (xiii) Example of an annual training plan

III.C.10. Program organization, administration, and oversight

1. Facility Design and Layout: Facility design, layout, and organization (a), General aspects of new facility design (b), Existing strength and conditioning facilities (c), Assessing athletic program needs (d), Designing the strength and conditioning facility (e), Arranging equipment in the strength and conditioning facility (f)
2. Facility Operations and Maintenance: Maintaining and cleaning surfaces and equipment (g)
3. Policies, Procedures, and Administration: Facility policies, procedures, and legal issues (h), Legal and ethical issues (j), Facility administration (l), Staff policies and activities (k), Mission statement and program goals (i)
4. Safety and Emergency Preparedness: Emergency planning and response (m)

Weber State University
Exercise and Sports Science Internship Agreement

Developed: 15 March 1999 Revised: 16 November 2021

As a student of Weber State University within the Department of Exercise and Nutrition Science department I, _____, commit to an internship/project with _____ located at _____.

(Full Name)

(Name of Organization, Institution, Company)

(Address, City, State, Zip Code)

_____ has consented to be my supervisor.
(Site Supervisor's Full Name)

The internship/project will begin _____ and end _____, for a total of _____ weeks. I am contracting to work _____ hours per week, for a total of _____ hours. My enrollment in _____ for _____ semester hours will be during _____. My student ID# is _____.

(Month, Date, Year)

(Month, Date, Year)

(Number)

(Number)

(Number)

(Course Number)

(Credits)

(Term, Year)

During the internship/project, I will be expected to:

1. Be registered as a student pursuing a declared major within the Exercise and Nutrition Science department.
2. Comply with the department's minimum internship/project contact hours/credit hours requirement (4 contact hours/week/1 semester credit hour)¹.
3. Comply with all policies and procedures and guidelines outlined by my intern supervisor (employer) and university intern director or project director.
4. Meet all university and department requirements and assignments associated with this internship/project.
5. Perform in a professional manner while performing my duties and completing assignments associated with the internship.

Note: Assurance of General Liability Insurance for WSU interns and senior project students can be provided upon request. Students are responsible for providing assurance of their Professional Liability Insurance as well as Health Insurance upon request.

(Student Signature)

(Date)

Cell/Home(____-____-____) Business(-----) E-mail(_____)

(University Director Signature)

(Date)

Cell/Home(801 – 701 – 0186) Business(801 – 626 – 6696) E-mail(m_atthewsmith20@weber.edu)

(Site/Project Supervisor Signature)

(Date)

Cell/Home(____-____-____) Business(-----) E-mail(_____)

¹ For Strength & Conditioning internship, min. 2 cr. per experience, longer than 6 weeks is required.

WEBER STATE UNIVERSITY
EXERCISE AND SPORTS SCIENCE INTERNSHIP EVALUATION

Developed 28 October 2009 Revised: 16 November 2021

Student _____ Site _____ Supervisor _____

Student WSU e-mail _____ W# _____ Phone _____ Date _____

Rate the potential of your proposed internship by circling each rating label selected. Leave blank if no rating can be made. _____

Internship Evaluation Item Description	Rating Values/Labels				
	0	1	2	3	4
1.Internship experiences would enhance future employment elsewhere	None	Little	Some	Good	Excellent
2.Potential breadth of skill development and application /Areas of responsibility	Little	Adequate	Good	Very Good	Outstanding
3.Potential contribution to your professional development and career goals	None	Little	Good	Very Good	Excellent
4.The relationship between your program of study and the proposed internship is	Very Weak	Weak	Acceptable	Strong	Very Strong
5.Initial impression of supervisor(s) potential working compatibility with you	Unsure	Uneasy	Comfortable	Good	Exceptional
6.Company/Corporation/Organization size (potential network)	Local	State	Regional	National	International
7. Approximate number of employees	1-5	5-15	15-50	50-100	100+
8.How have previous interns rated the quality of this	Very Poor	Poor	Adequate	Good	Exceptional
9.Potential for employment with company or organization	None	Little	Some	Good	Excellent
10.Overall evaluation of proposed internship	Very Poor	Poor	Adequate	Good	Exceptional

1. Attach a brief statement outlining how your major/minor has prepared you for the proposed internship.
2. Based on your ratings and additional insight you have about the proposed internship, attach a brief justification of the potential career benefits this internship might provide (e.g. additional training, knowledge, skill, employment opportunity, recommendations)
3. Note that this assignment may be supplemented with a 2-3 page paper with the following questions:
4. *Was the experience personally and professionally beneficial. How so? What types of academic knowledge apply to the setting, and how do they apply? What did you learn about professionalism, good or ill?*

8. Weekly Schedule Form

Name: _____ Term/Date: _____ / _____

Current mailing address _____
(Street) (City) (State) (Zip Code)

Site: _____ Site Supervisor: _____

Hour	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
0600						
0700						
0800						
0900						
1000						
1100						
1200						
1300 (1:00)						
1400 (2:00)						
1500 (3:00)						
1600 (4:00)						
1700 (5:00)						
1800 (6:00)						
1900 (7:00)						
2000 (8:00)						
2100 (9:00)						

Appendix A: Standard III.C. Strength & Conditioning Areas of Instruction Required by CASCE

1. Human Anatomy and Physiology

- (a) Structure and function of body systems
- (b) Musculoskeletal system
- (c) Neuromuscular system
- (d) Cardiovascular system
- (e) Respiratory system

2. Exercise Physiology

- (a) Bioenergetics of exercise and training
- (b) Biological energy systems
- (c) Substrate depletion and repletion
- (d) Bioenergetic limiting factors in exercise performance
- (e) Oxygen uptake and the aerobic and anaerobic contributions to exercise
- (f) Metabolic specificity of training
- (g) Endocrine responses to resistance exercise
- (h) Synthesis, storage, and secretion of hormones
- (i) Muscle as the target for hormone interactions
- (j) Role of receptors in mediating hormonal changes
- (k) Categories of hormones
- (l) Heavy resistance exercise and hormonal increases
- (m) Mechanisms of hormonal interactions
- (n) Hormonal changes in peripheral blood
- (o) Adaptations in the endocrine system
- (p) Primary anabolic hormones
- (q) Adrenal hormones
- (r) Other hormonal considerations

3. Kinesiology/Biomechanics

- (a) Biomechanics of resistance exercise
- (b) Skeletal musculature
- (c) Anatomical planes and major body movements
- (d) Human strength and power
- (e) Sources of resistance to muscle contraction
- (f) Joint biomechanics: Concerns in resistance training

4. Sports Nutrition

- (a) Basic nutrition factors in health
- (b) Role of sport nutrition professionals
- (c) Standard nutrition guidelines
- (d) Macronutrients
- (e) Vitamins
- (f) Minerals
- (g) Fluid and electrolytes
- (h) Nutrition strategies for maximizing performance
- (i) Pre-competition, during-event, and post-competition nutrition
- (j) Nutrition strategies for altering body composition
- (k) Feeding and eating disorders
- (l) Performance-enhancing substances and methods
- (m) Types of performance-enhancing substances
- (n) Hormones
- (o) Dietary supplements

5. Psychology of Sport and Exercise

- (a) Psychology of athletic preparation and performance
- (b) Role of sport psychology
- (c) Ideal performance state
- (d) Energy management: arousal, anxiety, and stress
- (e) Influence of arousal and anxiety on performance
- (f) Motivation
- (g) Attention and focus
- (h) Psychological techniques for improved performance
- (i) Enhancing motor skill acquisition and learning

6. Scientific Principles of Strength and Conditioning

- (a) Adaptations to anaerobic training programs
- (b) Neural adaptations
- (c) Muscular adaptations
- (d) Connective tissue adaptations
- (e) Endocrine responses and adaptations to anaerobic training
- (f) Cardiovascular and respiratory responses to anaerobic exercise
- (g) Compatibility of aerobic and anaerobic modes of training
- (h) Overtraining: definition, prevalence, diagnosis, and potential markers
- (i) Detraining
- (j) Adaptations to aerobic endurance training
- (k) Acute responses to aerobic exercise
- (l) Chronic adaptations to aerobic exercise
- (m) External and individual factors influencing adaptations to aerobic endurance training
- (n) Age- and sex-related differences and their implications for resistance exercise
- (o) Children
- (p) Female athletes
- (q) Older adults
- (r) Rehabilitation and reconditioning
- (s) Types of injury
- (t) Tissue healing
- (u) Rehabilitation and reconditioning strategies
- (v) Program design
- (w) Reducing risk of injury and reinjury

7. Resistance Training and Conditioning (Practical/Laboratory)

- (a) Warm-up and flexibility training
- (b) Types of stretching
- (c) Static stretching techniques
- (d) Dynamic stretching techniques
- (e) Exercise technique for free-weight and machine training
- (f) Fundamentals of exercise technique
- (g) Spotting free-weight exercises
- (h) Resistance training exercises
- (i) Olympic style lifting techniques: progressions and regressions
- (j) Exercise technique for alternative modes and nontraditional implement training
- (k) Bodyweight training methods
- (l) Core stability and balance training methods
- (m) Variable-resistance training methods
- (n) Unilateral training
- (o) Alternative modes and nontraditional exercises

8. Exercise Testing/Exercise Prescription with Emphasis in Anaerobic Exercise

- (a) Principles of test selection and administration
- (b) Reasons for testing
- (c) Testing terminology
- (d) Evaluation of test quality
- (e) Test selection
- (f) Test administration
- (g) Administration, scoring, and interpretation of selected tests
- (h) Measuring parameters of athletic performance
- (i) Selected test protocols and scoring data
- (j) Statistical evaluation of test data

9. Program Design as Related to Strength and Conditioning

- (a) Program design for resistance training
- (b) Principles of anaerobic exercise prescription
 - (i) Step 1: Needs analysis
 - (ii) Step 2: Exercise selection
 - (iii) Step 3: Training frequency
 - (iv) Step 4: Exercise order
 - (v) Step 5: Training load and repetitions
 - (vi) Step 6: Volume
 - (vii) Step 7: Rest periods
- (c) Program design and technique for plyometric training
 - (i) Plyometric mechanics and physiology
 - (ii) Design of plyometric training programs
 - (iii) Age considerations
 - (iv) Plyometrics and other forms of exercise
 - (v) Safety considerations
 - (vi) Plyometric drills
- (d) Program design and technique for speed and agility training
 - (i) Speed and agility mechanics
 - (ii) Neurophysiological basis for speed
 - (iii) Running speed
 - (iv) Agility performance and change-of-direction ability
 - (v) Methods of developing speed
 - (vi) Methods of developing agility
 - (vii) Program design
 - (viii) Speed development strategies
 - (ix) Agility development strategies
 - (x) Speed and agility drills
- (e) Program design and technique for aerobic endurance training
 - (i) Factors related to aerobic endurance performance
 - (ii) Designing an aerobic endurance program
 - (iii) Types of aerobic endurance training programs
 - (iv) Application of program design to training seasons
 - (v) Special issues related to aerobic endurance training
 - (vi) Aerobic endurance training exercises
 - (vii) Periodization
 - (viii) Central concepts related to periodization
 - (ix) Periodization hierarchy
 - (x) Periodization periods
 - (xi) Applying sport seasons to the periodization periods
 - (xii) Undulating versus linear periodization models
 - (xiii) Example of an annual training plan

10. Program organization, administration, and oversight

- (a) Facility design, layout, and organization
- (b) General aspects of new facility design
- (c) Existing strength and conditioning facilities
- (d) Assessing athletic program needs
- (e) Designing the strength and conditioning facility
- (f) Arranging equipment in the strength and conditioning facility
- (g) Maintaining and cleaning surfaces and equipment
- (h) Facility policies, procedures, and legal issues
- (i) Mission statement and program goals
- (j) Legal and ethical issues
- (k) Staff policies and activities
- (l) Facility administration
- (m) Emergency planning and response