

# SPIN

## Student to Professional Internship Network

### SPIN Eligibility Information and Requirements

#### Eligibility

- Rutgers School of Environmental and Biological Sciences students in good academic standing (GPA of at least 2.0) are eligible to apply for SPIN credits following their first year. Freshmen are eligible beginning the summer after their first year.
- Non-matriculated part-time, readmitted, and transfer students who are in good standing may apply after completing at least 24 credits, 12 of which must be taken at the School of Environmental and Biological Sciences.
- Transfers from within the University are eligible immediately if they have completed their first year of college and are in good academic standing.
- Students must be working at their job or internship during the semester in which they are registering for credits. If a student wishes to obtain academic credits for work done over the summer, he/she must register and pay for the appropriate Summer Session course number. Jobs/internships during the Fall and Spring semesters must run a minimum of 8 weeks. Summer positions must run a minimum of 6 weeks.
- All students will be required to register for either 11:902:300, 11:902:301, or 11:902:400. Students may earn up to 6 credits via SPIN, either by registering for 11:902:300 (3 credits) and 11:902:301 (3 credits) over two separate semesters, or via 11:902:400 (6 credit coop).
- Students may reapply for a second semester of credit at their same job or internship only if they are able to establish a new/novel set of learning goals.

#### Requirements

- **The Job** - Prior to applying for SPIN Experiential Learning credits, students must find and secure a job or internship on their own. Jobs or internships may be part-time, full-time, paid, or unpaid. Work that will be performed by the student must be directly related to their major or career goals. The student must be performing meaningful work of educational value in the project areas for which the internship is designed.
- **Faculty Sponsor** - Students must find a faculty sponsor from the department of their major. *Biological Science majors should contact Dr. Anne Carr-Schmid.* The student must meet with the sponsor to discuss the internship prior to submitting the SPIN online application. The sponsor will make sure the student is performing appropriate work and will help the student to formulate their learning goals/objectives.
- **The Learning Goals** – Prior to filling out the SPIN online form, the student must work with their work supervisor and faculty sponsor to establish 3 learning goals. For each goal or objective, the student must specify how the goal will be met and how the supervisor, faculty sponsor and/or SPIN Office will be able to adequately assess that the goal has been met.
- **Responsibility** - If at any point during the semester there is any change in your job/internship (new supervisor, change in responsibilities, loss of job, etc.) you must inform both the SPIN Office and your faculty sponsor immediately.

- **Grading** – Grading is Pass or No Credit. A grade of Pass is based on the following:
  - Successful completion of the work experience during the dates agreed upon with the employer. Students registered for 3 credits must work a minimum of 160 hours during the semester in which they are registered. Students registered for 6 credits must work at least 750 hours over 6 months and would register for credits during whichever month a majority of the hours will fall.
  - Positive evaluations/feedback from the employer. Work supervisors will receive a mid-semester evaluation and a final evaluation via email which must be filled out and submitted back to the SPIN Office.
  - Submission of student experience evaluation at the end of the semester.
  - Submission of a satisfactory reflection paper due to the faculty sponsor by the last day of classes for the semester or whenever the minimum hour requirement has been met. **See rubric for the paper below.**

## SPIN Reflection Paper

For each response, please provide specific examples.

1. The paper must be college-level standards as far as grammar, style, and formatting. Pages should be double-spaced with 5-7 pages when reflecting on a 3-credit internship or 7-9 pages for a 6-credit internship.
2. Reflect on your Internship Experience and answer all of the prompts below. Avoid general statements by including details specific to your experience.
  - a) Describe your general impressions of the organization and your responsibilities.
  - b) Describe the nature of the orientation, training and supervision provided by the internship organization.
  - c) Describe the relationships that you developed with other interns, staff, administrators and your supervisor as well as your ability to expand your professional network.
  - d) Describe your accomplishment of learning objectives, personal and professional growth and increased self-confidence resulting from the internship.
  - e) Describe how this experience has helped you to increase your skills, knowledge, and marketability and expand your portfolio and resume.

*Scores of 3 or above in each area must be achieved for the area to be approved. If your reflection is not approved, you have one week to revise and resubmit. You only have one chance to revise. If your reflection is rejected a second time, you must submit a formal appeal.*

	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Needs Improvement (2)</b>	<b>Unacceptable (1)</b>
<b>Length of Paper</b>	Submitted more than 5 pages for a 3-credit internship or more than 7 pages for a 6-credit coop.	Submitted at least 5 pages for a 3-credit internship or at least 7 pages for a 6-credit coop.	Submitted at least 5 pages for a 3-credit internship or at least 7 pages for a 6-credit coop, margins are expanded and font is unusually large.	Submitted less than 5 pages for a 3-credit internship, less than 7 pages for a 6-credit coop, or submitted no paper at all.
<b>Structure &amp; Organization</b>	Writing is clear, concise, and well organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner. Very detailed and well thought-out introduction, body, and conclusion.	Writing is mostly clear, concise, and organized with good sentence/paragraph structure. Thoughts are expressed in a logical manner. Includes brief introduction and conclusion paragraph.	Writing is at times unclear, and/or thoughts are not well organized. Contains only minimal basic information with no in-depth exploration. Thoughts are not expressed in a logical manner. Lacks intro or conclusion.	Writing unclear and/or disorganized. Thoughts make little to no sense. Missing introduction and concluding paragraphs. Learning is very unclear.
<b>Grammar &amp; Mechanics</b>	Free of distracting spelling, punctuation and grammatical errors.	Has a few spelling, punctuation, and grammatical errors allowing reader to follow ideas very clearly.	Many spelling, punctuation, and grammatical errors.	Spelling, punctuation, and grammatical errors create distraction, making reading and understanding difficult.

<b>Experiences</b>	Clearly describes and articulates internship engagement experiences, giving strong specific examples of activities, tasks, projects, etc.	Experiences are stated with minimal examples of activities, tasks, projects, etc.	Experiences are not adequately described.	Experiences are not described.
<b>Collaboration</b>	Clearly describes and articulates the impact of the internship experiences including how student built collaborative relationships with others (i.e., peers, staff, faculty, and/or community members) through the engagement experience.	Impact of internship is stated including how student built relationships through the engagement experience.	Impact of engagement and how student built relationships through the engagement experience are lacking and/or are not articulated.	Impact of internship and/or how student built relationships were not described.
<b>Learning</b>	Lessons learned, skills utilized, and new skills acquired are clearly described and articulated.	Lessons learned, skills utilized, and new skills acquired are stated.	Lessons learned, skills utilized, and new skills acquired are lacking and/or were not articulated.	Lessons learned, skills utilized, and new skills acquired not described.
<b>Application</b>	How participation in an internship experience will be or has been applied to student's personal, academic, and professional development is clearly described and articulated.	How participation in an internship experience will be or has been applied to student's personal, academic, and professional development is described.	How participation in an internship experience will be or has been applied to student's personal, academic, and professional development is lacking and/or is not articulated.	How the internship experience will be or has been applied to student's personal, academic, and professional development is not described.