

DEREE COLLEGE SYLLABUS FOR:	
CS 4063 MANAGEMENT INFORMATION SYSTEMS INTERNSHIP	
US CREDITS: 0/0/3	
(Updated Fall 2021)	
PREREQUISITES:	Normally the student will have completed 70 credits before embarking on this module. Formal approval by the Department Head / Program Coordinator / Internship Administrator (as appropriate) is required.
CATALOG DESCRIPTION:	Experiential learning for Management Information Systems majors. Students gain on-the-job experience and training as they learn to apply knowledge gained in the classroom to real life professional situations.
RATIONALE:	The internship in MIS is an opportunity given to students to be placed in a work context. The internship is designed to cover a wide spectrum of curricular approaches and thus connect theory, taught in the College classroom, with the practice in the Greek, as well as the international, ICT industry. Furthermore, the internship is designed to encourage reflective learning, as students evaluate theories and concepts learned in class through the lens of their professional experience in the field. The internship is in essence the students' first step to a professional career in MIS.
LEARNING OUTCOMES:	As a result of completing the Internship, the student should be able to: <ol style="list-style-type: none"> 1. Apply vocationally relevant concepts associated with the operational management of information systems resources in a professional setting. 2. Formulate a personal development plan based on a critical self-assessment of personal and professional skills and competences, such as timeliness, ability to complete assignments with a minimum of supervision, team spirit, service attitude and initiative demonstrated during an internship-placement in business departments or functions supported by information systems. 3. Relate theories and concepts in management information systems with the professional practice in the ICT industry through a critical reflection on the work-based learning internship experience.
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Class lectures, interactive learning (class discussions, group work) and practical problems solved in class. • The internship in MIS is consistent with the work-based learning (internship) policies and procedures, as described in the DEREЕ Work-Based Learning (Internship) Policies and Procedures. • Use of Blackboard site, where the Department Head / Program Coordinator / Internship Administrator (as

	<p>appropriate) posts notes, instructions, timely announcements as well as additional resources in relation to the Internship course.</p> <ul style="list-style-type: none"> • Office hours: Students are encouraged to contact the Department Head / Program Coordinator / Internship Administrator (as appropriate), where they can ask questions and discuss Internship issues. • Work based learning internship in the ICT industry: minimum 180 and maximum 200 working hours (within 3-4 months).
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ASSESSMENT:	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">‘Critical Incident and Intervention’ Report - formative</td> <td style="width: 10%; text-align: center;">0%</td> <td style="width: 30%;">Individual, bi-weekly, 500 to 600 words per report</td> </tr> <tr> <td>Reflective paper – 1st summative</td> <td style="text-align: center;">60%</td> <td>Individual, 2600 to 3000 words</td> </tr> <tr> <td>Personal Development Planning (PDP) Report – 2nd summative</td> <td style="text-align: center;">40%</td> <td>Individual, 1000 to 1200 words</td> </tr> </table>			‘Critical Incident and Intervention’ Report - formative	0%	Individual, bi-weekly, 500 to 600 words per report	Reflective paper – 1 st summative	60%	Individual, 2600 to 3000 words	Personal Development Planning (PDP) Report – 2 nd summative	40%	Individual, 1000 to 1200 words
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<ul style="list-style-type: none"> • ‘Critical Incident and Intervention’ Report (individual): Bi-weekly report with identification of ‘critical incidents’ and recommendations for management intervention in relation to these incidents (500 to 600 words per report) accompanied by daily journal (daily activity log) of the activities the student intern undertakes during the internship. • Internship Provider evaluation of the student-intern performance of tasks and overall professional demeanor. This occurs by using the Work-Based Learning Evaluation Forms included in the Internship Policies & Procedures Document. • Personal Development Planning Report: The student uses the work-based learning internship experience and the Internship Provider evaluation as the basis for reflective learning in terms of his/her personal development. The student should provide a brief report incorporating a personal self-assessment of skills, competences and areas for improvement and an action plan for the further development of professional skills and competences. Grading of the PDP report takes the Internship Provider evaluation into account in terms of the level of consistency between the Internship Provider evaluation and the student’s own reflection upon his/her evaluation. • Reflective Paper (individual): After the completion of the internship, the student must write a reflective paper, integrating his/her experiential learning from the internship-placement with the theories taught in class in relation to the logistics and supply chain industry. The paper should include recommendations to management based on the student-intern’s evaluation of professional practice. 												
<p>The Reflective Paper tests Learning Outcomes 1 and 2. The Personal Development Planning (PDP) Report tests Learning Outcomes 2 and 3.</p>												
<p>The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. Students are not required to resit failed assessments in this module. Failure to pass the module</p>												

	results in module repeat.
READING LIST:	Getting your Ideal Internship: Information Technology, WetFeet Publisher, January 2012.
RECOMMENDED MATERIAL:	Bitner, M. J., Brown, S. W., and Meuter, M. L. (2000), "Technology Infusion in Service Encounters", Journal of the Academy of Marketing Science, 28(1), 138-149.
COMMUNICATION REQUIREMENTS:	Use of appropriate English, both oral and written.
SOFTWARE REQUIREMENTS:	Blackboard, MS Office
WWW RESOURCES:	http://www.forbes.com/sites/jacquelynsmith/2013/02/22/12-tricky-interview-questions-for-interns/ http://career.fsu.edu/img/pdf/guides/Internship%20and%20Co-op%20Preparation.pdf
INDICATIVE CONTENT:	<ul style="list-style-type: none"> • Work with IT department and functional business areas to develop and promote the use of IS across the enterprise • Analyze business and data requirements to develop models that communicate the functional needs of the information systems • Participate in the design/implementation of a social media platform • Assist in design and configuration of application software based on the functional requirements. • Assist in the development of IS policies and procedures • Be involved in the development of IS security-related plans. • Perform unit, application, and integration testing to ensure quality implementation and eliminate production problems • Prepare information systems documentation • Prepare technical documentation (software modules) • Provide customer support to internal and external IS customers