

DEREE COLLEGE SYLLABUS FOR:	
FN 4090 INTERNSHIP IN FINANCE AND FINANCIAL ANALYSIS	
US CREDITS: 0/0/3	
(Updated Spring 2017)	
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 in companies related to the industry. 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 allows students to get “hands-on” experience and, therefore, constitutes a pertinent learning tool. The internship provides opportunities for the development of practical skills and furnishes students with opportunities to observe and understand connections between coursework and skills needed to perform effectively in a professional environment. In addition, because the internship experience requires a great deal of personal responsibility, it enhances students’ professional confidence and provides an important step in their personal and professional maturation process. The industry placement is in essence the students’ first step towards a professional career.
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 financial resources of the entity in which internship is conducted. 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 a logistics and supply chain department or organization. 3. Relate theories and concepts in financial analysis with the professional practice in the 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"> • Use of Blackboard site, where the Department Head / Program Coordinator / Internship Administrator (as appropriate) posts notes, instructions, timely announcements as well as additional resources in relation to the Internship course. • 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. • The internship in accounting and financial management is consistent with the work-based learning (internship) policies and procedures, as they have been described in the DEREЕ Work-Based Learning (Internship) Policies and Procedures. • Professional seminars and workshops. • Personal Development Planning: The work-based learning internship experience is used as the basis for reflective learning both in terms of the integration of theories with practical experiences and in terms of the development of an experiential portfolio of personal skills and competences. • Work-based learning internship: Minimum 180 and maximum 200 working hours (within 3-4 months).

<p>ASSESSMENT:</p>	<table border="1" data-bbox="625 109 1419 401"> <tr> <td data-bbox="625 109 1097 197">‘Critical Incident and Intervention’ Report - formative</td> <td data-bbox="1097 109 1175 197">0%</td> <td data-bbox="1175 109 1419 197">Individual, bi-weekly, 500 to 600 words per report</td> </tr> <tr> <td data-bbox="625 197 1097 285">Presentation of Internship Experience, Lessons Learned and Reflective Paper - formative</td> <td data-bbox="1097 197 1175 285">0%</td> <td data-bbox="1175 197 1419 285">Individual</td> </tr> <tr> <td data-bbox="625 285 1097 342">Reflective paper – 1st summative</td> <td data-bbox="1097 285 1175 342">60%</td> <td data-bbox="1175 285 1419 342">Individual, 2600 to 3000 words</td> </tr> <tr> <td data-bbox="625 342 1097 401">Personal Development Planning (PDP) Report – 2nd summative</td> <td data-bbox="1097 342 1175 401">40%</td> <td data-bbox="1175 342 1419 401">Individual, 1000 to 1200 words</td> </tr> </table> <p data-bbox="625 432 1419 489">The formative ‘Critical Incident and Intervention’ Report aims to support students in the writing of the reflective paper.</p> <p data-bbox="625 489 1419 546">The formative ‘Presentation of Internship Experience, Lessons Learned and Reflective Paper’ aims at providing feedback to the student.</p> <p data-bbox="625 577 1419 659">The Reflective Paper tests Learning Outcomes 1 and 2. The Personal Development Planning (PDP) Report tests Learning Outcomes 2 and 3.</p> <p data-bbox="625 690 1419 804">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 results in module repeat.</p>	‘Critical Incident and Intervention’ Report - formative	0%	Individual, bi-weekly, 500 to 600 words per report	Presentation of Internship Experience, Lessons Learned and Reflective Paper - formative	0%	Individual	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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<p>READING LIST:</p>	<p>REQUIRED MATERIAL:</p> <ul data-bbox="625 919 1435 976" style="list-style-type: none"> Griffin M., (2011) <i>Business Internships</i>, Swansea Publishing Group, Swansea, Massachusetts <p>FURTHER READING:</p> <ul data-bbox="625 1066 1435 1543" style="list-style-type: none"> Gault, J., Leach, E. & Duey, M. (2010) «Effects of business internships on job marketability: the employer’s perspective». <i>Education + Training</i>, 52(1), 76-88. Carson, L. & Fisher, K. (2006) «Raising the bar on criticality: students’ critical reflection in an internship program. » <i>Journal of Management Education</i>, 30(5), 700-723. SurrIDGE, I. (2009). «Accounting and Finance Degrees: Is the Academic Performance of Placement Students Better?». <i>Accounting Education</i>, 18(4/5), 471-485. Cord, B., Bowrey, G., & Clements, M. (2010). «Accounting Students' Reflections on a Regional Internship Program.» <i>Australasian Accounting Business & Finance Journal</i>, 4(3), 47-64. Brown, C. (2010). «Overcoming Hiring Hurdles.» <i>Journal Of Financial Planning</i>, 23(8), 45-47. 												
<p>RECOMMENDED MATERIAL:</p>	<p>Additional library sources, including journal articles accessed through the library databases are recommended by the instructor throughout the semester.</p>												
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Use of proper English, both oral and written.</p>												
<p>SOFTWARE REQUIREMENTS:</p>	<p>Blackboard, MS Office, search engines</p>												
<p>WWW RESOURCES:</p>	<p>Useful sources include: N/A</p>												

INDICATIVE CONTENT:	<ol style="list-style-type: none">1. The significance of internships2. Planning, preparing and finding an internship3. Making the most of the internship4. Student's responsibilities5. Employer's responsibilities6. The role of the internship in the learning process7. Creating a portfolio8. Preparing the reflective assessment9. Completing the internship10. Preparing the presentation of the internship experience11. Setting the foundations for a career in finance