

SYLLABUS

1. Information regarding the programme

1.1 Higher education institution	„Babeş-Bolyai” University Cluj-Napoca
1.2 Faculty	Mathematics and Computer Science
1.3 Department	Mathematics
1.4 Field of study	Mathematics
1.5 Study cycle	Bachelor
1.6 Study programme / Qualification	Mathematics and Computer Science

2. Information regarding the discipline

2.1 Name of the discipline (en)		Internship (Practica de specialitate)					
(ro)							
2.2 Course coordinator		Conf. Univ. dr. Teodora Căţinaş					
2.3 Seminar coordinator		Conf. Univ. dr. Teodora Căţinaş					
2.4. Year of study	3	2.5 Semester	5	2.6. Type of evaluation	C	2.7 Type of discipline	Optional
2.8 Code of the discipline	MLE2025						

3. Total estimated time (hours/semester of didactic activities)

3.1 Hours per week		Of which: 3.2 course		3.3 seminar/laboratory	
3.4 Total hours in the curriculum	14	Of which: 3.5 course	0	3.6 seminar/laboratory	1
Time allotment:					hours
Learning using manual, course support, bibliography, course notes					20
Additional documentation (in libraries, on electronic platforms, field documentation)					30
Preparation for seminars/labs, homework, papers, portfolios and essays					20
Tutorship					14
Evaluations					2
Other activities:					
3.7 Total individual study hours	86				
3.8 Total hours per semester	100				
3.9 Number of ECTS credits	4				

4. Prerequisites (if necessary)

4.1. curriculum	•
4.2. competencies	•

5. Conditions (if necessary)

5.1. for the course	•
5.2. for the seminar /lab activities	•

6. Specific competencies acquired

Professional competencies	<ul style="list-style-type: none"> • C1.1: Identifications of notions, descriptions of theories and use of the specific language • C 2.1 Identification of appropriate methodologies for software development • C2.3 Use of methodologies, specification mechanism and development frameworks for developing software applications • C2.5 Development of dedicated software projects • C5.3: Construction and development of logic proofs for some mathematical results, with identification of hypothesis and conclusions
Transversal competencies	<ul style="list-style-type: none"> • CT1 Application of efficient and organized work rules, of responsible attitudes towards the didactic-scientific domain, to creatively value one's own potential, with the respect towards the principles and norms of professional etc. • CT2 Efficient progress of group activities and development of communications skills and collaboration • CT3 Use of efficient methods and techniques to learn, inform, research and develop the abilities to value the knowledge, to adapt to requirements of a dynamic society and to communicate in Romanian language and in a language of international circulation.

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	<ul style="list-style-type: none"> • Abilities of applying theoretical knowledge gained during the studies. • Gaining abilities to execute a product/program in teams, writing project documentation, under the supervision of a specialize internship tutor and academic staff.
7.2 Specific objective of the discipline	<ul style="list-style-type: none"> • Ability of application of some mathematical concepts • Ability of oral and writing communication of ideas and mathematical concepts • Ability of solving specific problems from algebra, mathematical analysis, geometry, computer science • Execute a product/program in teamwork • Write necessary documentations • Public project presentation

8. Content

8.1 Course	Teaching methods	Remarks
Bibliography		
8.2 Seminar / laboratory	Teaching methods	Remarks
1. Accustom with the institution where the student is accepted for internship (schools, libraries, banks, companies, etc.) Documentation regarding the specific activities/rules of the institution/company.	Exposure, description, explanation	
2. Theme presentation (problem statement) to be solved and establish team roles.	Dialog lecture, discussions, team debate	
3. Establish the project objectives and deadlines.	Exposure, description, explanation	
4. Project analysis: entities and relations identification, use scenarios, data flow diagrams.	Dialog lecture, discussions, team debate	
5. Development of the detailed specifications of the project.	Dialog lecture, discussions, team debate	
6. Development of practical applications of theoretical models.	Dialog lecture, discussions, team debate	
7. Implementation and accomplishment of projects; cooperation within projects.	Dialog lecture, discussions, team debate	
8. Design: conceptual data model, logical data model, computation design, physical data model, user interface, application architecture	Dialog lecture, discussions, team debate, questioning, discovery	
9. Implementation of a required product or teaching activity based on some given documentation.	Dialog lecture, discussions, team debate	
10. Gaining abilities to execute a product/program in teams under the supervision of a specialized internship tutor and academic staff.	Dialog lecture, discussions, team debate	
11. Study of some problems and analysis of different ways of solving them.	Dialog lecture, discussions, team debate	
12. Teaching activities: training, tutorials, tests, evaluations, etc. Applications of knowledges of teaching and didactical methods specific to the specialization.	Dialog lecture, discussions, team debate	
13. Integration Testing; documentations for development stages.	Dialog lecture, discussions, team debate	
14. Project presentation in front of the evaluators	Evaluation	
Bibliography		
[1] D. ANDRICA, D. I. DUCA, I. PURDEA, I. POP: Matematica de bază, Editura Studium, Cluj-Napoca,		

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- [2] Ș. COBZAȘ: Analiză matematică (Calcul diferențial), Presa Universitară Clujeană, Cluj-Napoca, 1997.
- [3] D. I. DUCA, E. DUCA: Exerciții și probleme de analiză matematică (vol. 1 și 2), Casa Cărții de Știință, Cluj-Napoca, 2009.
- [4] G. M. FIHTENHOLTȘ, Curs de calcul diferențial și integral (vol. I și II), Editura Tehnică, București, 1963, 1965.
- [5] M. FRENTIU, I. LAZAR, Bazele Programării: Proiectarea Algoritmilor, 2000, Ed. Univ. Petru Maior, Tg. Mureș
- [6] M. FRENTIU, I. LAZAR, S. MOTOGNA, V. PREJMEREAN, Elaborarea algoritmilor, Ed. Presa Universitară, Clujeană, Cluj-Napoca, 1998
- [7] C. NĂSTĂSESCU, C. NIȚĂ, M. BRANDIBURU, D. JOIȚA: Exerciții și probleme de algebră pentru clasele IX – XII, Editura Didactică și Pedagogică București.
- [8]. B. PARV, Analiza și proiectarea sistemelor, Universitatea Babeș-Bolyai, Centrul de Formare Continuă și Învățământ la Distanță, Facultatea de Matematică și Informatică, Cluj-Napoca, ed. a III-a, 2003.
- [9] I. STAMATE, I. CRIȘAN: Culegere de probleme de algebră și analiză matematică pentru licee, Editura Didactică și Pedagogică, București, 1969.
- [10] I. STAMATE, I. STOIAN: Culegere de exerciții și probleme de algebră pentru licee, Editura Didactică și Pedagogică, București, 1979.
- [11] L. TAMBULEA, Baze de date, Litografiat Cluj-Napoca, 2001.

9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

- The course respects the IEEE and ACM Curricula Recommendations;
- The course offers an overall perspective of Mathematics and Computer Science domains, and a general expertise for the student;
- The course offers basic knowledge about teamwork and integration in work market.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share in the grade (%)
10.4 Course			
10.5 Seminar/lab activities		The institution tutor assesses the performance of the interns.	80%
		The faculty mentor assesses the activities (based on Activity Report)	20%
10.6 Minimum performance standards			
At least grade 5 (from a scale of 1 to 10)			

Date

29.04.2019

Signature of course coordinator

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Signature of seminar coordinator

Conf. Dr. Teodora Cătiņaș

Date of approval

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Signature of the head of department

Prof. Dr. Octavian Agratini