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| ***ÇAĞ ÜNİVERSİTESİ******MESLEK YÜKSEKOKULU******İŞ SAĞLIĞI VE GÜVENLİĞİ PROGRAMI*** |
| **Kodu** | **Dersin Adı** | **Kredisi** | **AKTS** |
| İSG218 | Bitirme Projesi | 2-0-2 | 05 |
| **Önkoşul Dersler** | Yok |
| **Dersin Dili** | Türkçe | **Ders İşleme Tarzı**  | Yüz yüze |
| **Dersin Türü /Düzeyi** | Seçmeli / 2.Yıl / Bahar Dönemi |
| **Öğretim Üyesi** | **Unvanı & Adı Soyadı** | **Ders Saati** | **Görüşme Saatleri** | **İletişim** |
| **Dersin Koordinatörü** | Öğr. Gör. Betül AKTAŞ | Pzt.13:25-14:55 | Çarş. 12:00-13:00 | **betulaktas@cag.edu.tr** |
| **Dersin Amacı** | Bu dersin amacı İş Sağlığı ve Güvenliği Programı öğrencilerinin, üniversite hayatları boyunca öğrendikleri teorik iş sağlığı ve güvenliği bilgilerini, hayata geçirebilmelerine ve kendilerini meslekleriyle ilgili gelişimlerine yardımcı olmaktır. |
| **Ders Öğrenme Çıktıları** |  | Dersi başarıyla tamamlayan bir öğrenci; | **İlişkiler** |
| **Prog. Çıktıları** | **Net Katkı** |
| 1 | Projenin temel amaç ve hedeflerini iyi bir biçimde destekleyebilir. | 1&2 | 4&5 |
| 2 | Temel ve teknik bilimsel altyapıyı kullanarak olası sorunlara yenilikçi çözümler getirebilir, ayrıca bir takım etkinliğinde oyuncu olabilir. | 3&4 | 5&5 |
| 3 | İş Sağlığı ve Güvenliği ile ilgili bilgilere nasıl ulaşılacağını ve araştırılacağını kavrayabilir.  | 3 | 5 |
| 4 | Analitik düşünceyi ön plana çıkararak çalışabilir. | 4 | 5 |
| 5 | Sözlü ve yazılı bilgi sunma becerisi kazanabilir. Akademik araştırma projesine uygun yazım dili kullanma becerisi elde edebilir | 5 | 5 |
| 6 | Araştırmanın; giriş, gelişme ve sonuç bölümleri arasında planlamaları yapabilir. | 6 | 4 |
| 7 | Sosyal, bilimsel, kültürel ve etik değerlere uygun davranmanın önemini kavrayabilir. | 7 | 5 |
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| **Dersin İçeriğİ:** İş Sağlığı ve Güvenliği’nin tüm alanları ile ilgili güncel bilgileri bilimsel kurallara uygun bir şekilde edinebilme, yorumlama ve özetlemeyi kapsamaktadır. |
| **Ders İçerikleri ( Haftalık Ders Planı):** |
| **Hafta** | **Konu**  | **Hazırlık** | **Öğrenme Aktiviteleri ve Öğretim Metotları** |
| 1 | Ders Planı Hakkında Bilgi Verme | Sunum | Anlatım |
| 2 | Bilimsel Araştırma Tanımı İçeriği, İlgili Veri Tabanları | Sunum | Sunum-Soru-Cevap |
| 3 | Proje Konusunun Seçimi | Sunum | Sunum-Soru-Cevap |
| 4 | Veri Tabanları Kullanılarak Kaynak Araştırması | Sunum | Sunum-Soru-Cevap |
| 5 | Yazım Kuralları | Sunum | Sunum-Soru-Cevap |
| 6 | Araştırmaların İncelenmesi | Sunum | Sunum-Soru-Cevap |
| 7 | Örnek Uygulamalar | Sunum | Soru-Cevap-Tartışma |
| 8 | Ödev Teslim | Sunum |  |
| 9 | Proje ile İlgili Soru-Cevap | Sunum | Soru-Cevap |
| 10 | Power Point Sunusu Hazırlama  | Sunum | Sunum-Anlatım-Tartışma |
| 11 | Sunum Örnekleri ve İçerik Oluşturma | Sunum | Sunum-Anlatım-Tartışma |
| 12 | Proje Teslimi | Sunum | Anlatım-Tartışma |
| 13 | Proje Sunum | Sunum | Grup Sunumu |
| 14 | Genel Değerlendirme | Sunum | Tartışma-Soru-Cevap |
| **ÖLÇME VE DEĞERLENDİRME** |
| **Etkinlikler** | **Sayı** | **Katkı** | **Notlar**  |
| **Ara Sınav-Sunum**  | **1** | **%30** | Uygulama dersi olup, sınav yapılmaz. Sözlü sunumu içerir.Sunum değerlendirme kriterleri rubrikte belirtilmiştir. |
| ***Final Sınavı- Proje*** | **1** | **%70** | Uygulama dersi olup, sınav yapılmaz. Proje teslimini içerir.Proje değerlendirme kriterleri rubrikte belirtilmiştir. |
| **AKTS TABLOSU** |
| **İçerik** | **Sayı** | **Saat** | **Toplam** |
| **Ders Süresi** | 12 | 2 | 24 |
| **Sınıf Dışı Ders Çalışma** | 14 | 6 | 84 |
| **Ödev Sunumu ve Teslimi** | 1 | 16 | 16 |
| **Proje Sunumu ve Teslimi** | 1 | 27 | 27 |
| **Toplam****Toplam / 30****AKTS Kredisi** | 151 |
|  =151/30=5 |
| 5 |
| **GEÇMİŞ DÖNEM BAŞARILARI** |

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| **Graduation Project in Banking & Insurance Evaluation Rubric** |
| **Criterion** | **Performance Rating** | **Score** |
| **Needs Improvement** | **Competent** | **Exemplary** |
|  | **0-3** | **4-7** | **8-11** |  |
| **Defining the Problem** | Provides background research into the topic but does not describe the problem to be solved; provides insufficient or nonexistent explanation of details to class. While introducing, does not use elements of the knowledge from business, economics, law, mathematics, statistics, accounting, finance.  | Provides background research into the topic and describes the concept. While presenting background, uses elements of the knowledge from business, economics, law, mathematics, statistics, accounting, finance.  | Provides background research into the topic and summarizes important findings; describes concept; justifies the study; explains the significance of the problem to the class. While introducing, uses specific elements related with banking and insurance sector of the knowledge from business, economics, law, mathematics, statistics, accounting, finance.  |  |
| **Comments:** **Measurement ISLO: 1**Students will be able to recognize elementary and relevant theoretical knowledge such as business, economics, law, mathematics, statistics, accounting and finance. |
|  | **0-5** | **6-15** | **16-25** |  |
| **Content & Theory Relevance** | Is vague about the concept; does not provide a summary of the whole project, does not understand the relationship of banking and insurance knowledge with the project | Summarizes concept, method, results, the relationship of banking and insurance knowledge with the project and conclusions but lacks some details | Clearly states concept and question to be resolved; clearly summarizes method, results, and conclusions and the relationship of banking and insurance knowledge with the project |  |
| **Comments: Measurement ISLO: 2**Students will be able to use elementary and relevant knowledge related with banking & insurance. |
|  | **0-3** | **4-7** | **8-11** |  |
| **Analytical/ Critical Thinking Skills**  | Does not clearly state the central purpose, arguments, problems to be confronted and goals of the project; displays lack of focus or detail | Clearly identifies the central purpose, arguments, and problems to be confronted or goals of the project, but sometimes may digress | Effectively describes and explains the central purpose, arguments, goals of the project and problems to be confronted; explanation is focused, detailed, and compelling |  |
| **Comments:** **Measurement ISLO: 3**Students will be able to demonstrate ability to arrive at optimal solutions to business problems by using critical thinking abilities.  |
|  | **0-3** | **4-7** | **8-11** |  |
| **Research & Findings** | Provides little to no clarity in formulating description of the companies in insurance and banking sector, does not provide data gathering | Addresses the topic; gathers the available data, lacks substantive description of the companies in insurance and banking sector.  | Addresses the topic with clarity; organizes and synthesizes information; gathers available data and aims to gather hard to reach data and describes the companies in insurance and banking sector clearly |  |
| **Comments:** **Measurement ISLO: 4**Students will be able to learn how to gather data related with banking & insurance and use research skills to analyze the available data.  |
|  | **0-6** | **7-13** | **14-20** |  |
| **Written& Oral Communication Skills** | The written project exhibits multiple errors in grammar, sentence structure, and/or spelling; inadequate writing skills (e.g., weaknesses in language facility and mechanics) hinder readability and contribute to an ineffective research project. Does not use any knowledge related with banking and insurance sector or confused about the information. Representing companies visually in banking and insurance sector with poor presentation skills.  | Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar, sentence structure, and/or punctuation; errors do not represent a major distraction or obscure meaning. Uses elementary and basic detailed knowledge related with banking and insurance. Presenting companies in banking and insurance sector with fairly presentation skills. | Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar, sentence structure, and/or punctuation; errors do not represent a major distraction or obscure meaning. Uses specific and high level detailed knowledge related with banking and insurance. Presenting companies in banking and insurance sector with high quality images and exceptional slide design.  |  |
| **Comments:** **Measurement ISLO: 5**Students will be able to present information orally and in writing at the stated level with the colleagues over banking & insurance."  |

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|  | 0-3 | **4-7** | **8-11** |  |
| **Teamwork Skills** | Exhibited little or no ability or willingness to interact and communicate with co-workers; could not manage or resolve conflicts, and/or often antagonized others; was unwilling or reluctant to accept constructive criticism and advice. | Demonstrated an acceptable ability to interact and communicate with co-workers; adequately managed and resolved conflicts; accepted constructive criticism and advice in most cases | Demonstrated proficiency in interacting and communicating with co-workers; managed and resolved conflicts in an effective manner; sought and willingly accepted constructive criticism and advice |  |
| **Comments:** **Measurement ISLO: 6**Students will be able to utilize managerial skills to work effectively in teams.  |
| **Corporate Social Responsibility & Ethics** | **0-3** | **4-7** | **8-11** |  |
| Does not adequately explain outcomes and does not settle a relationship with business, ethical, and cultural issues in his/her current environment. | Presents a logical explanation for outcomes within context of business, ethical, and cultural issues in his/her current environment. | Presents a logical explanation for outcomes; gives clear recommendations and/or implications for future work and/or application, demonstrating a strong relationship within context of business, ethical, and cultural issues in his/her current environment |  |
| **Comments:** **Measurement ISLO: 7**Students will be able to recognize business, ethical and cultural issues within the environment he /she lives.  |