



TED UNIVERSITY



FACULTY HANDBOOK

September - 2025



CTL TED University
Center for Teaching
and Learning

About Faculty Handbook

Welcome to TED University. We're excited to have you join our academic community and begin this new chapter with us. This handbook has been created to support you throughout your teaching journey at TEDU whether you're preparing your first course, navigating university systems, or simply getting to know the campus culture. Inside, you'll find guidance on essential academic procedures, teaching tools, and institutional resources that can help you feel more confident and connected in your role. While it does not aim to answer every question, we hope it gives you a clear and supportive starting point.

Best regards,
Center for Teaching and Learning

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Foreword

Dear Faculty,

Welcome to TED University!

We attach great importance to the valuable contributions that newly appointed faculty members will bring to TEDU, believing that their fresh perspectives and diverse expertise will significantly enrich our institutional culture and scholarly endeavors. It is a great pleasure to meet you all!

The quality and effectiveness of educational processes are intrinsically linked to how well our faculty members are able to embark on their academic journeys within our institution with a solid foundation and a clear sense of purpose. This handbook has been meticulously prepared by TEDU Center for Teaching and Learning – CTL with the aim of facilitating a smooth and informed integration of our faculty into the institutional framework, while also serving as a supportive resource throughout their academic endeavors.

This guide will provide a comprehensive and systematically organized overview of key academic and administrative components, including the university's mission and vision, the academic calendar, guidelines for syllabus design, relevant regulations and institutional policies, grading criteria and assessment methods, as well as intra- and extra-classroom administrative procedures. In doing so, the handbook aspires to serve as both a regulatory compass and a repository of exemplary practices, offering practical guidance on the primary processes that faculty members are likely to encounter.

It is our sincere hope that both newly appointed and experienced faculty members will regard this handbook as a valuable point of reference and, in doing so, contribute meaningfully to the advancement of high-quality teaching and learning within our university.

We extend our heartfelt gratitude to all academic and administrative staff whose efforts made the preparation of this guide possible. With your continued contributions, we are confident in our collective capacity to elevate the quality of education at TED University to ever-greater heights.

Sincerely,

Assoc. Prof. Gökçen Aydın-Dalarslan

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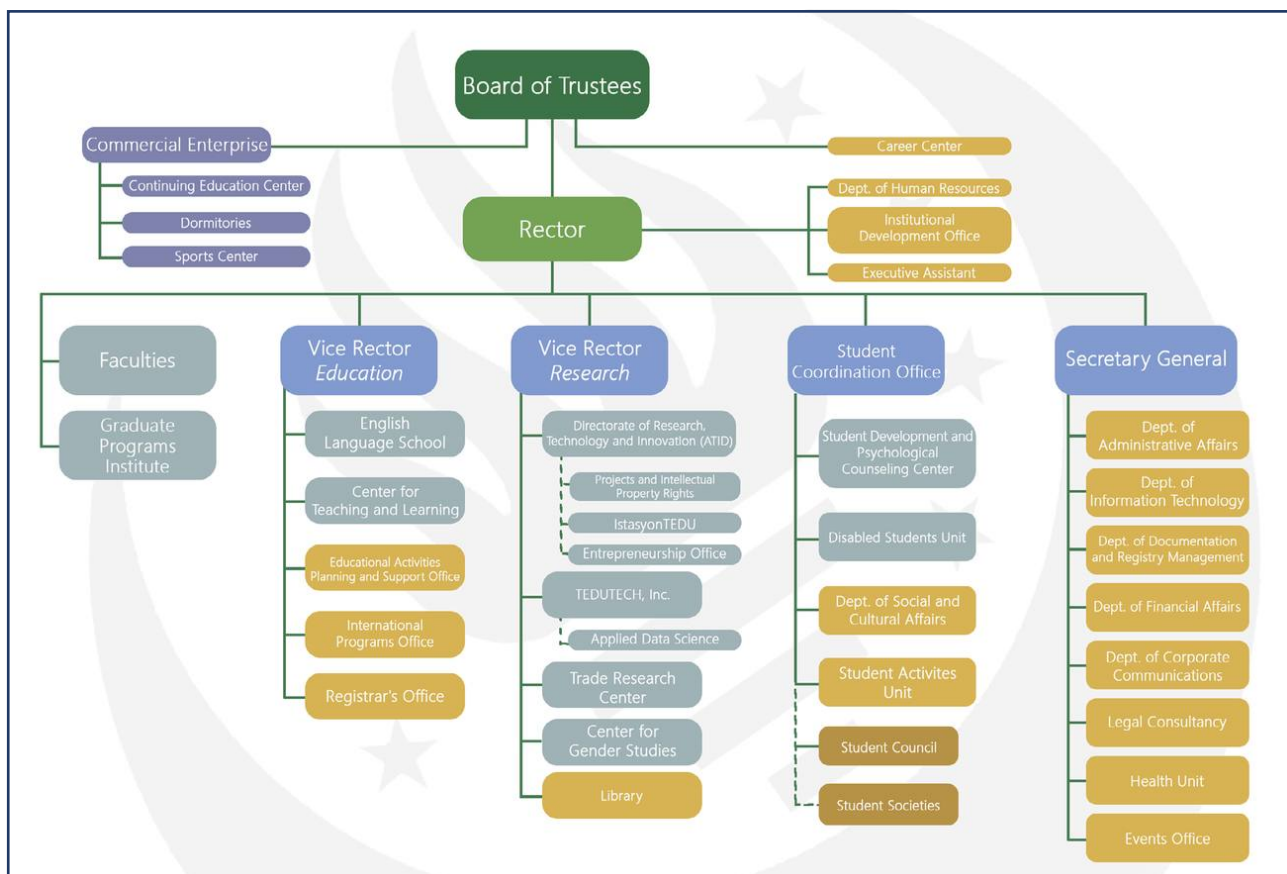
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TEDU Mission and Vision

TED University's mission is to educate entrepreneurial, creative, and future-shaping individuals through an instructional approach that emphasizes active and participatory learning, is integrated with professional life, and prioritizes both societal contribution and internationalization. Additionally, TED University is committed to producing innovative solutions to local and global challenges by adopting an interdisciplinary perspective within a research environment that fosters academic freedom and creativity.

TED University's vision is to leave a lasting impact on social development in pursuit of a sustainable future.

TEDU Organization Chart



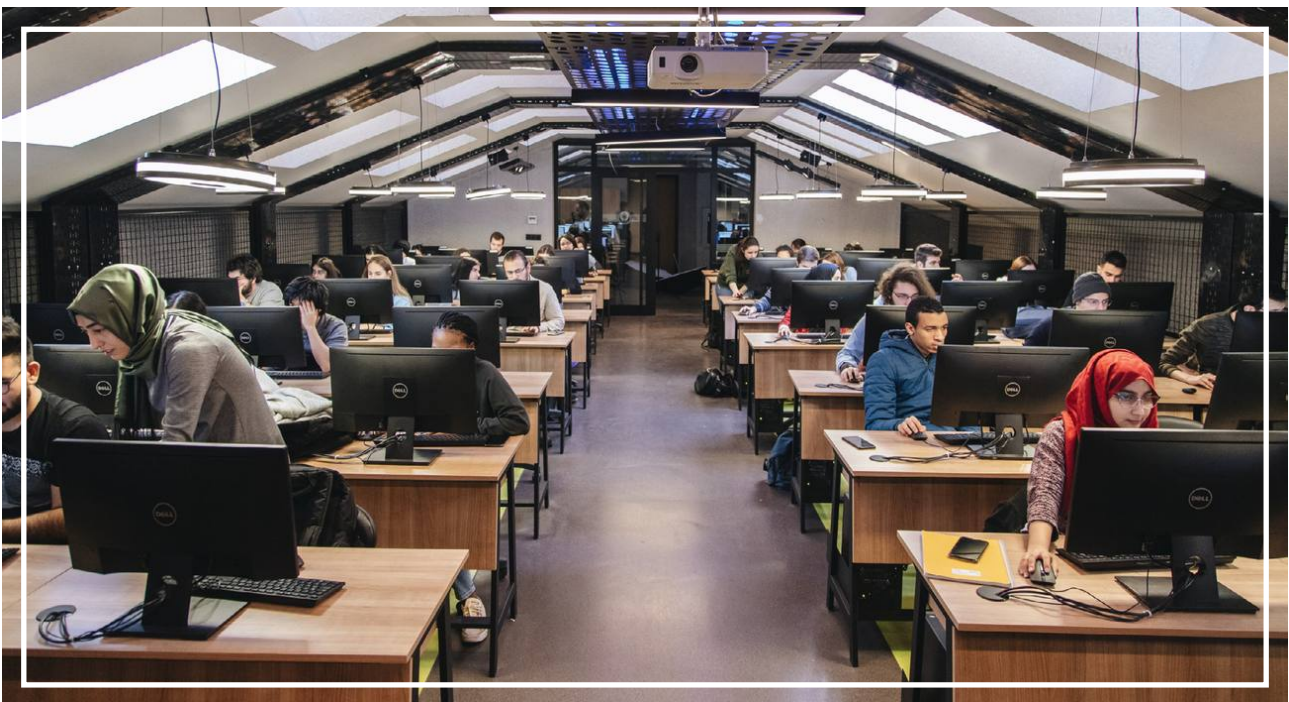
Educational Philosophy and Approach

Liberal Education

TED University's curriculum is grounded in the philosophy of liberal education, which enables students to specialize according to their individual interests while fostering an integrative and interdisciplinary approach to learning. This framework combines intellectual skills, natural and social sciences, humanities, arts and aesthetics while also emphasizing intercultural awareness and social responsibility (Vardar, 2009). At TED University, liberal education is designed to equip students with critical thinking, problem-solving and communication skills essential for academic and professional success.

Scientific and Innovative Teaching Approach

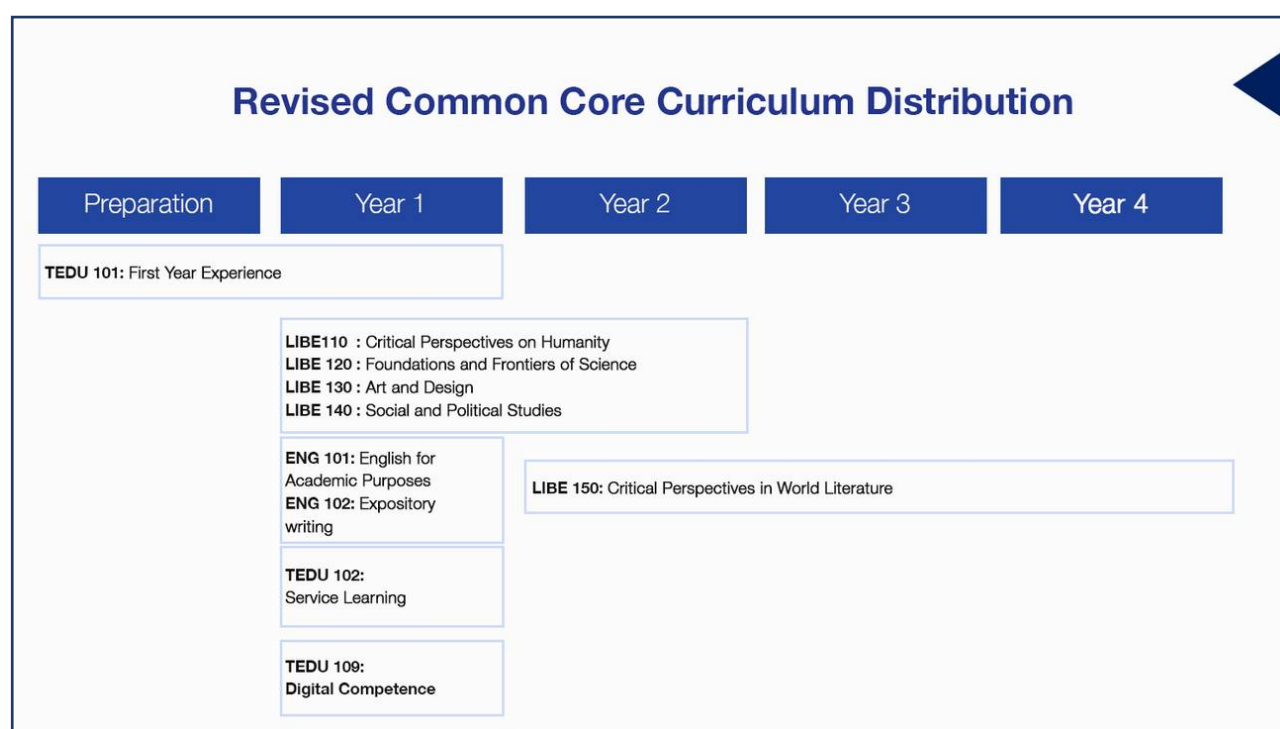
TED University adopts innovative and student-centered teaching practices that enhance the quality of education through research-based and inclusive pedagogical approaches. The university prioritizes sustainability in education, the effective integration of digital tools and engaged learning strategies. Through collaboration with internal and external stakeholders, TEDU continuously develops its teaching methods to promote active participation, interdisciplinary learning and academic excellence.



TEDU Core Curriculum

Aligned with TED University's educational philosophy, first-year students follow a common core curriculum designed by the department of basic sciences. This curriculum includes courses in science, social sciences, humanities, arts, literature and language, which are taken by students across all faculties. The core curriculum aims to develop students' analytical thinking abilities, effective communication skills and systematic reasoning. Additionally, it fosters interaction among students from diverse academic backgrounds, encouraging interdisciplinary collaboration and intellectual engagement.

Below is a list of courses included in the TEDU Core Curriculum.



Core Curriculum Courses

TEDU 101 First Year Experience

This course is designed to facilitate the transition of newly enrolled students into university life. As a mandatory component of the common curriculum for both undergraduate and preparatory students, it provides essential academic, social and personal development support to enhance student engagement and success.

TEDU 102 Service Learning

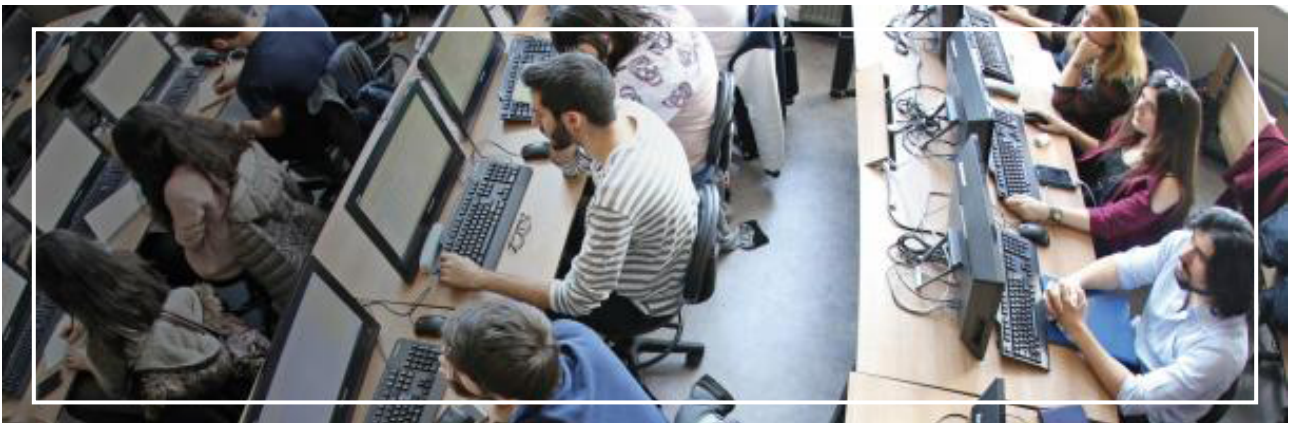
This course offers introduction to service learning through theoretical frameworks, practical applications, community-based projects, NGO collaborations, and fieldwork. It explores key concepts such as equity, citizenship, human rights, advocacy,



activism, civic leadership, social justice, civil discourse, and social capital, encouraging students to develop a deeper understanding of community engagement and social responsibility.

TEDU 109 Digital Competence

This course equips students with fundamental programming concepts and computational thinking skills. Through an emphasis on analytical reasoning and programming logic, students develop problem-solving abilities using computers, enabling them to apply digital tools effectively in various academic and professional contexts.



LIBE 110 Critical Perspectives on Humanity

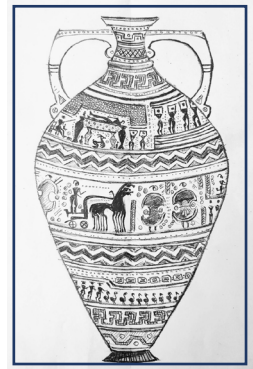
This interdisciplinary course examines fundamental questions, contexts, and challenges related to humanity, both from an individual and societal perspective. By integrating insights from multiple disciplines beyond traditional humanities fields, it fosters critical thinking and a broader understanding of human nature and societal dynamics.

LIBE 120 Foundations and Frontiers of Science

This course introduces students to scientific methodology and critical thinking as applied in the study of natural phenomena. Through real-life examples from diverse scientific disciplines, students gain insights into major theories in physics, biology, geology, and neuroscience/psychology. The course also cultivates scientific reasoning and habits of thought essential for academic inquiry.

LIBE 130 Art and Design

This course is designed to strengthen students' analytical and critical thinking skills by exploring the intersection of art, design, and their chosen professional fields. It examines the influential role of art and design in shaping societal developments, with a historical focus. Students will analyze key works of art and design within their aesthetic, political, economic, and technical contexts, fostering understanding of their societal impact.

**LIBE 140 Social and Political Studies**

This course equips students with the conceptual, theoretical, and analytical tools necessary to recognize, analyze, and respond thoughtfully to social and political issues. It aims to cultivate informed, critical, and engaged readers of social and political events, helping students develop the skills to critically assess developments and participate actively in societal discourse.

LIBE 150 Critical Perspectives in World Literature

This course offers an interdisciplinary and reflective approach to the study of world literature. Students will engage in critical discussions and evaluations of key literary genres and texts, exploring their cultural, historical, and thematic contexts. Through this course, students develop the ability to analyze and interpret literary works in a broader global context.

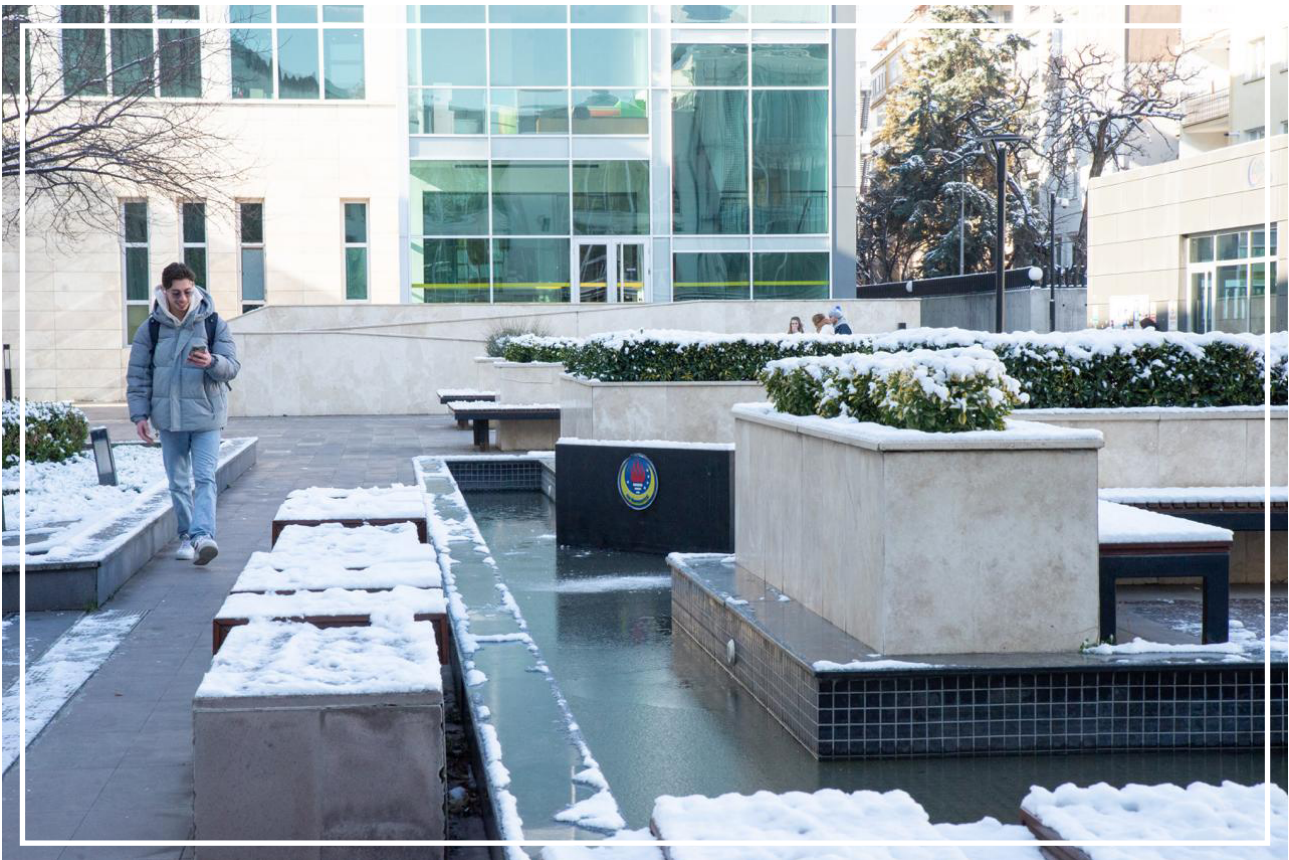
ENG 101 English for Academic Purposes

The primary objective of this course is to enhance students' proficiency in all four language skills such as listening, speaking, reading and writing while fostering higher-order thinking skills. Through integrated learning activities, students will develop the academic language and critical thinking abilities necessary for success in university-level coursework.



ENG 102 Expository Writing

This course aims to further enhance students' proficiency in all four language skills such as listening, speaking, reading, and writing through an integrated approach. It focuses on developing students' higher-order thinking skills by emphasizing the structure and techniques of expository writing.



TEDU Policies

Academic Freedom Policy

As Individuals

- Faculty members have the right to express their opinions freely, including on state or higher education policies.
- Outside the classroom, they should be free from institutional control or discipline. However, they are expected to act responsibly, respect others' views and clarify that they do not speak on behalf of TED University.
- In Relation to the University
- Cooperation among staff is essential for an effective academic environment.
- Faculty must adhere to institutional regulations but also have the freedom to discuss administrative matters and their professional roles without institutional constraint.
- They are expected to act with professional responsibility and respect confidentiality and privacy.
- In Research and Publication
- Faculty have the right to conduct research and publish results without external interference, as long as they uphold academic integrity and ethical standards.
- They may also engage in professional activities that enhance their expertise or contribute to societal problem-solving, provided these do not conflict with their primary responsibilities to TED University.

In Teaching

- Faculty are free to teach without interference, guided by professional responsibility and intellectual honesty.
- They should avoid off-topic teaching and double standards.
- While aligning with institutional curricula and goals, they must not be forced to teach against their conscience or knowledge.
- Faculty should support students' academic freedom, integrity and pursuit of independent learning.

Ethical and Responsible Use of AI Policy

- The use of generative artificial intelligence technologies is conducted within the framework of ethical values and social responsibility.

- The use of generative artificial intelligence in academic studies and administrative activities is carried out in accordance with the principles of integrity.



- TED University provides guidance to students and staff on the ethical and responsible use of generative artificial intelligence. Existing regulations and directives are reviewed to make necessary adjustments.

- Data privacy, security, and ethical usage principles are upheld.

Open Access

TED University is committed to increasing the visibility and accessibility of its academic output through Open Access. Making academic activities publicly available enhances scholarly communication and helps attract greater support for research projects from both public and private sectors.

As part of this initiative, TED University has established an Open Access repository that includes the academic work of its faculty members. The TED University Library plays a strategic role in ensuring the long-term preservation and dissemination of these materials in accordance with national and international standards.

Privacy Policy

In light of information security threats, an information security risk management system is implemented to maintain an appropriate balance between potential risks and the necessary protective measures for the institution's information assets and services.

- Within this framework, information security objectives are as follows:
 - Ensuring quality and standardization in the management of business processes,
 - Maximizing the confidentiality, integrity and availability of data processed within the institution,
 - Ensuring compliance with legal requirements and established standards.

Regulations and Guidelines

In order to ensure a structured workflow in the regulation of educational and instructional policies at TED University, procedures and principles have been established under three main headings: Administrative Regulations and Guidelines, Regulations and Guidelines for Research and Regulations and Guidelines for Education. You can access all these procedures and principles [here](#).

- **Administrative Regulations and Guidelines**
- **Regulations and Guidelines for Research**
- **Regulations and Guidelines for Education**

Some procedures and principles that you may need during your educational journey are listed below.

- **Academic Rules and Regulations for Undergraduate Study**
- **Rules and Procedures to Follow in case of Violation of Academic Integrity**
- **Academic Integrity Statement for Students**
- **Ethical and Responsible Use of AI Policy**
- **Guide to the Rules for the Conduct of Examinations**
- **Implementation Principles for Student Medical Reports**
- **Principles and Procedures for Promotion and Appointment to Faculty**

Positions (Only Turkish Version Available)



Academic Rules and Regulations

ARTICLE 20 – Curricula and Course Loads

(1) The courses that should be taken by the students in each semester consist of required and elective courses, laboratory, practice, project, thesis and similar studies.

(2) Required courses are the courses that the student shall be obliged to take, whereas the electives are the courses that the student shall select from among various groups of courses.

(3) The courses in the curriculum shall be taken in accordance with the course hours, credits and prerequisites, if any, within the framework of the below mentioned conditions:

a) Students taking courses for the first time or repeating courses from previous semesters shall be required to register for these courses starting with the course(s) from the earliest semester.

b) "F" and "FX" grades show that the student has failed that course. The students with these grades shall be required to repeat the course if it is a program requirement upon the first availability of the mentioned course.

c) Students who do not fulfill the prerequisites of a course shall not be registered for the course.

ç) In case of multiplicity or conflict of the courses a student shall take or repeat, it shall be possible not to take some or all of the courses in the curriculum of that semester.

d) The students shall be able to add or drop courses within the period indicated in the academic calendar. Add/drop shall be subject to the conditions applicable for regular registration such as prerequisite courses, maximum course load, minimum required course load and conflicting courses. The add/drop period shall not exceed two weeks following the start of the semester. Students shall not be able to drop the courses they are repeating from the semester of their earliest "F" or "FX" grade(s).

(e) Prior to the deadline of the withdrawal period indicated in the academic calendar, students shall be able to withdraw from a maximum of two courses in a given semester and a maximum of six courses throughout their education. These students shall receive a "W" for these courses. The approval of the student's advisor shall be required for withdrawal. Tuition fees shall not be returned for "W" courses. Students shall not be able to withdraw from the required courses of the being repeated from the earliest semester with required courses receiving the grade of "F" or "FX". The mark of "W" shall not hinder graduation. Students shall not be able to withdraw from courses in the last four weeks of the semester.

I. For all undergraduate students (except for those students of the Faculty of Education as mentioned at Article II)

- Average credits per semester are 17 credits.
- Normal course load per semester is minimum 15; maximum 19 credits (two credits more and less than the average credits).
- Minimum course load per semester is 9 credits.
- Minimum course load per semester is 25 credits.
- Full tuition fee applies to 14-20 credits per semester based on scholarship status. A lower or higher tuition fee applies in cases when the student has taken 13 credits or less, or, 21 credits or more for any reason. Full tuition fee rates are to be announced at the beginning of every semester.

II. For students who have started the first year of undergraduate programs of the Faculty of Education in 2018/2019, 2019/2020 and 2020/2021 Academic Years and those attending the new curriculum designated by the Council of Higher Education.

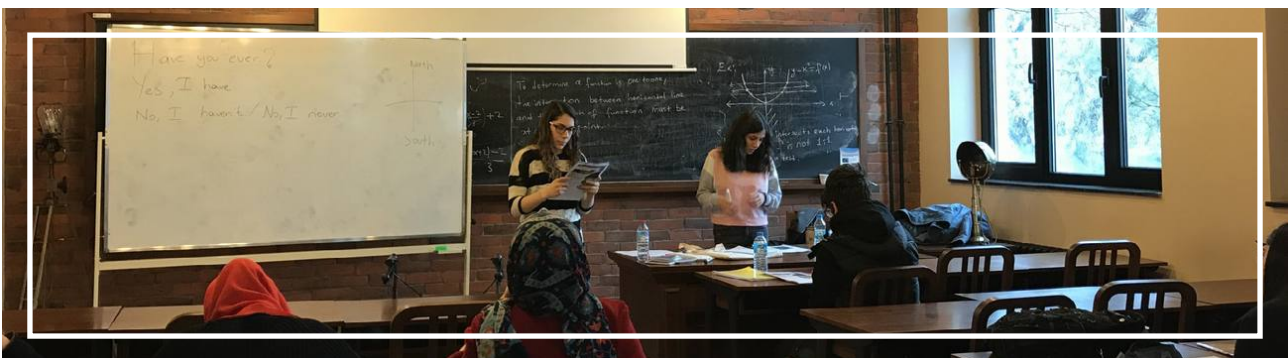
- Average credits per semester are 18 credits.
- Normal course load per semester is minimum 14; maximum 22 credits (four credits more and less than the average credits).
- Minimum course load per semester is 9 credits.
- Minimum course load per semester is 26 credits.
- Full tuition fee applies to 14-23 credits per semester based on scholarship status. A lower or higher tuition fee applies in cases when the student has taken 13 credits or less, or, 24 credits or more for any reason. Full tuition fee rates are to be announced at the beginning of every semester.

Article 21 – Course and Credit Load

- (1) For each course, the instructor will determine the number of examinations, practical assignments, and other tasks that contribute to the final grade. These requirements, as well as the final exam criteria, will be disclosed to students at the beginning of the semester.
- (2) Depending on the nature of the course, a final exam may be waived, subject to approval by the relevant Executive Board.
- (3) The recommended course load for students is typically aligned with the average number of credits per semester in a given program, with a variance of up to two credits. The average number of credits per semester is calculated by dividing the total number of credits required in the curriculum by eight.
- (4) The course load of a student can be increased or decreased with the approval of the student's advisor. However, students registered for the first time in the first semester of a diploma program are not able to exceed the regular course load of that semester. Exceeding the regular course load (i.e. overloading) by 8 credits is not allowed. The minimum course load is 9 credits per semester, which can be reduced to 6 credits with the decision of the relevant Executive Board. The students who are expected to graduate in a maximum of two semesters are not subject to that condition.

Article 23 – Attendance

- (1) Students must attend the theoretical and practical class hours, examinations and other academic studies as required by the instructors.
- (2) The attendance requirements will be announced by the instructor at the beginning of the semester.



Article 9 – Student Advisors

(1) For each student enrolled at TED University, a faculty member is appointed as an advisor by the relevant department chair. The duty of the student advisor is to follow up on the academic performance, to assist in the scheduling of the student's education program, and to guide the student within the framework of regulations and directives.



Article 26 – Assessment and Examinations

(1) Each semester ends with an examination period known as the final examination period. Final examination periods are announced in the academic calendar.

(2) The final exam dates are announced at least four weeks before the final examination period of fall and spring semesters and two weeks before the final exam period of summer session.

(3) At least one midterm exam and one final exam are given for each course.

(4) The instructor may assess the assignments, laboratory practices and similar activities as midterm or final exam.

(5) The courses for which no midterm or final exam will be given are decided on by the relevant faculty boards.

- (6) The excuse of a student, who could not attend the final exam due an illness or other hardship, will be investigated by the University Plea Committee. If the committee accepts the student's excuse, the student will be entitled to a make-up exam. The excuse of a student failing to attend a midterm examination will be directly evaluated by the instructor of the course. If the instructor accepts the excuse, the student will be entitled to make up for the unattended midterm. These students may be entitled to make-up exams, or weight adjustments of the final exam, or assignment of an additional project/essay or similar procedure.
- (7) Instructors are expected to submit letter grades to the Rector's Office and Registrar's Office information system within one week of the course final exam date.
- (8) Once recorded by the Registrar's Office, letter grades may only be altered if a written explanation, together with supporting documentation, is submitted by the course instructor to the dean's office of the relevant department. This application is evaluated by the executive board of the relevant faculty. Upon approval, the registrar will make the necessary correction to the student's academic record, provided the procedure is completed before the end of the next registration period.
- (9) Exam papers and student answers will be kept on file by the university for at least two years following the term in which the course is offered.



Article 27 – Grade Appeals

Students may request their instructor to review a grade for any exam in a course within one week after the grade announcements. If the appeal is rejected, students may submit a written appeal to the dean's office of the department by which the course is offered. The relevant board may, in turn, designate a review committee consisting of three members to make the final decision. If the decision is in favor of changing the result of the exam and if this requires a change in the final semester course grade of the student, the final grade is changed.

For each course taken by the student, as a result of the required exams or similar evaluations, one of the following grades is given by the course instructor:

AA	90-100
BA	85-89
BB	80-84
CB	75-79
CC	70-74
DC	60-69
DD	50-59
F (Failure)	0-49
FX (Failure)	Letter grade "FX" is assigned to students who have failed to attend classes or failed to participate in the midterm exam, final exam, term project or in similar major course assessment activities.
P (Pass)	Letter grade "P" is assigned to students who have succeeded in non-credit courses (Project, seminar, internship, etc.)
I (Incomplete)	The letter "I" (Incomplete) is given to students who cannot complete the course requirements, such as exams, projects or term papers, by the end of the semester for a reason accepted by the course instructor. The letter "I" must be converted to a letter grade within two weeks of the deadline for grade submission to the registrar. In case of failure to convert the letter "I" to a letter grade within the required period, it will automatically turn into a letter grade "F".

In order for scholarship students to maintain their scholarships, the **attendance requirement must be fulfilled**. Regarding non-attendance as a letter grade:

For the English Language School, students who never attend classes should be assigned a grade of **ZX**.

In undergraduate/graduate programs, students who do not attend classes should be given a grade of **FX** instead of **F**.

Letter Grades for TEDU 400 Course

P (Pass)	Letter grade "P" is assigned to undergraduate students who succeeded in TEDU 400.
IP (In Progress)	Letter grade "IP" is assigned to students who failed to meet the requirements of the course for the first time they have taken TEDU 400.
F (Failure)	Letter grade "F" is assigned to students who failed to meet the requirements of the course for the second time (or subsequent times) they have taken TEDU 400.

Graduation make-up exam: Respective Executive Board may provide those students, whose average is at least 2.00 and who have failed to meet the requirements for graduation only because of two "F" grades at most ("FX" not acceptable) with an additional exam (or an academic study which could replace the exam) without having to repeat these courses, given that the related instructor expresses a positive opinion.



Letter Grades for Post-Graduation “Thesis”

P (Pass)	This letter grade is assigned to students who have completed Pre-Thesis Seminar, Seminar and Master's Thesis I courses and who have completed their thesis studies and successfully defended it being registered in MAUS 592.
TP (Thesis in Progress)	This letter grade is assigned to students who continue their post-graduate thesis studies being registered in Thesis II and MAUS 592 courses. This grade is not applicable for Pre-Thesis Seminar, Seminar and Master's Thesis I courses.
TI (Thesis Incomplete)	This letter grade is assigned to students who have failed to complete studies as requested by their thesis advisor at the beginning of the semester for Pre-Thesis Seminar, Seminar and Master's Thesis I courses in given time due to an excuse. The letter “TI” must be compensated until a week prior to the start of registration for the next semester. Otherwise, it will automatically turn into a letter grade “F”. This grade is not applicable for Graduate Thesis I.
F(Failure)	This letter grade is assigned to students who have failed in Pre-Thesis Seminar, Seminar and Master's Thesis I courses.
TC(Thesis Correction)	Students who enter the thesis defense and are given a correction decision regarding their thesis. An additional period of maximum three months at the master's level and maximum six months at the doctoral level is given for the correction, starting from the date of the first defense. The TC grade that cannot be compensated within this period turns into an F.

Article 30 – Grade Point Averages and Academic Standings

- (1) Academic standings of the students are determined by calculating their grade point averages at the end of each semester.
- (2) The total credit points obtained from a course are calculated by multiplying the course's number of credit hours and the grade point value of the final letter grade received.
- (3) Semester Grade Point Average (SPA) is calculated by dividing the total credit points obtained from all the courses a student has taken in the pertinent semester by the total number of credit hours received in those courses.
- (4) Cumulative Grade Point Average (GPA) is calculated by taking into consideration all the courses a student has taken since the beginning of the program. If there are repeated courses, the last grade obtained from the course, replaces the previous grade and is included in the grade point average calculation.
- (5) Calculated semester and cumulative grade point averages are rounded to two decimal places.
- (6) Students may repeat courses for which they have received a letter grade "DD" and/or "DC" in order to raise their grade point averages. Courses with letter grades "CC" and above cannot be repeated.
- (7) Students with cumulative grade point averages of 2.00 and above are in good academic standing.
- (8) Students with cumulative grade point averages less than 2.00 are placed on academic probation; probationary students are not entitled to course overload. These students must first repeat the courses from which they have received conditionally passing grades ("DD" or "DC") to raise their grade point averages.
- (9) Course overloads of students in good academic standing and mandatory course repeats of students on probation are regulated on the basis of the principles determined by the Senate.
- (10) Every semester, students with SPAs between 3.50 and above qualify as "High Honor" students. Those with SPAs between 3.00 and 3.49 qualify as "Honor" students, provided they have taken the regular course load and have a cumulative GPA of 2.00 or above.

Teaching and Course Organization

In this section, you'll find policies and procedures related to teaching, including university-wide regulations, course scheduling and classroom information.

Academic Calendar

For important academic dates and deadlines, refer to TED University's academic calendar. Scan the QR code for direct access to the calendar.



Course Rosters and Locations

You can use the MyTEDU portal to access course information, including class location and student information lists. Scan the QR code to log in.



TEDU Course Syllabus Template

You can scan the QR code to view for the commonly used syllabus template at TED University. Center for Teaching and Learning also offers support in reviewing and improving your syllabi.

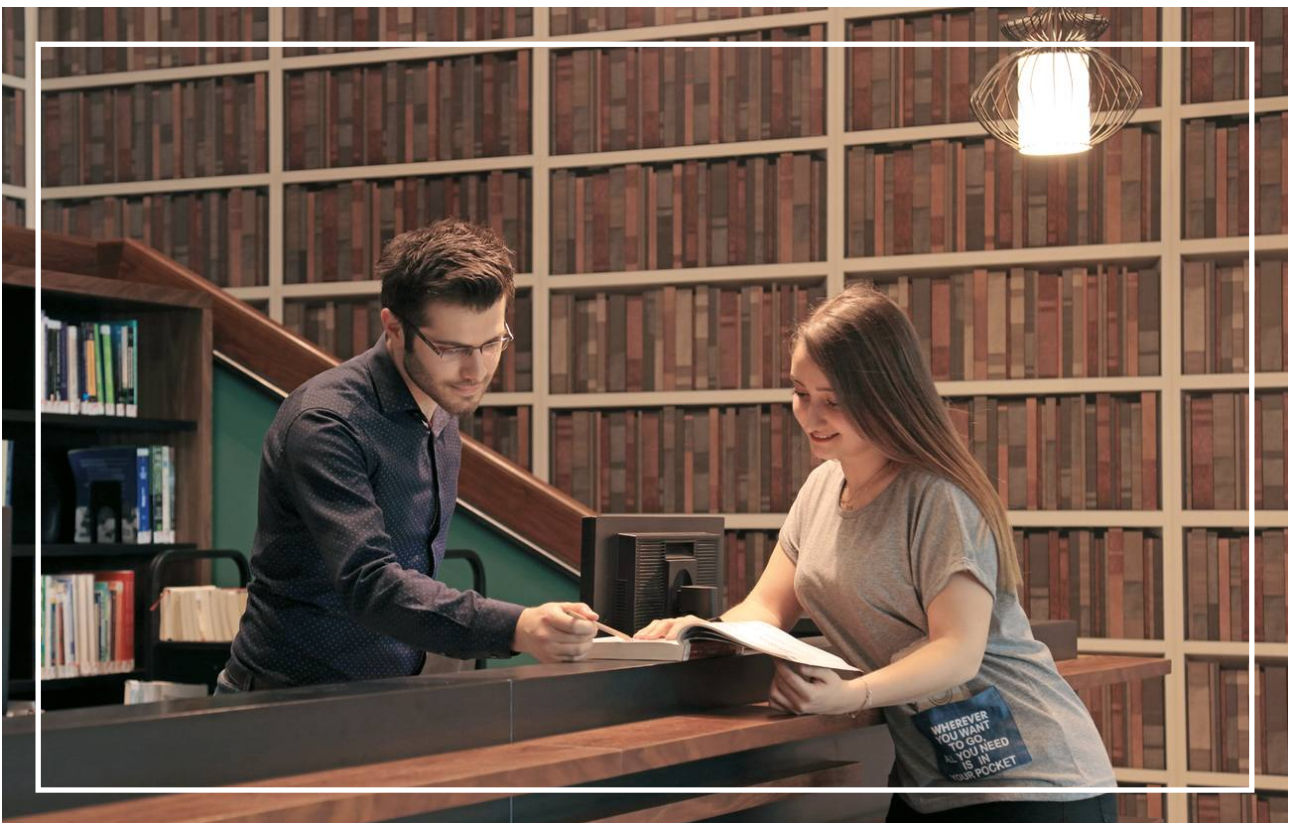


Sample Statements for Syllabi

Faculty members are encouraged to include a range of policy statements in their syllabi to clarify expectations and promote a supportive learning environment. Clearly outlining policies such as those related to academic integrity, attendance, professionalism, and the use of AI tools not only inform students of institutional resources and standards, but also demonstrate a commitment to inclusion, transparency and mutual respect. We recommend that you review TED University's policies when including this information in the course syllabus.

As an example, some topics that may be addressed in course syllabus include:

- Professionalism
- Academic Integrity (Plagiarism and Cheating)
- Attendance
- Late Assignment Submission
- Use of AI Tools



Course Evaluation

Mid-Semester Course Feedback

Mid-Semester Course Feedback is a form of student assessment that provides feedback from students about the course after half of the academic term has passed and at least one exam or assessment has been taken in the course.

The end-of-term evaluation gives an idea about preparing for the next semester, while the mid-semester evaluation gives an idea about improving the lesson delivered in that term. It is used as a feedback and communication tool between students and the lecturer. The results are only analyzed and evaluated by the lecturer of the course.



You can scan the QR code to access document of 'Brief Information about Mid-Semester Course Feedback'.

When and how will Mid-Semester Course Feedback be implemented?

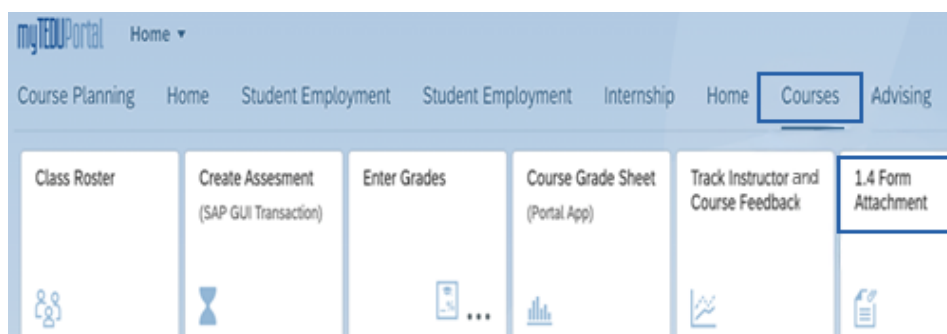
- With voluntary participation,
- Sharing with students via SAP,
- By anonymous participation,
- It is applied after the instructor informs students about its purpose and how to use it.

1.4 Instructor's Course Assessment Form

At the end of each semester at TED University, instructors use Form 1.4 to evaluate their courses based on student feedback. Detailed information on how to complete Form 1.4 is provided below.

Instructions for how to use "1.4. Form Attachment" to obtain course feedback results

1. Please go to MyTEDU Portal,
2. Click on "1.4. Form Attachment",
3. Find your (Semester) (Year) courses and click on to obtain course PDF report.



TEDU Academic Advising

The TEDU Registration Guide was prepared to assist our advisors during the course registration process. You can access the guide [here](#).



Institutional Procedures: Administrative & Academic

You can submit the following applications via EBYS or TEDU Portal:

- Academic leave requests
- External assignments
- Academic publication incentive
- Academic performance evaluation
- other institutional procedures

Student Services Information

Student Development and Psychological Counseling Center

Student Development and Psychological Counseling Center support TEDU students' physical, mental, emotional, social and academic development at the highest level. It is one of the main goals of the center to help students with the problems they may encounter during their development process by carrying out preventive and preventive studies, enable students to use their existing potential and to make healthy and correct decisions in the face of current problems.

Student Development and Psychological Counseling Center conducts individual psychological counseling, group psychological counseling, preventive and developmental services such as workshops and seminars for all students in need.



TEDU Without Barriers

Students who have a physical or mental disability and are experiencing challenges related to any aspect of the course such as accessing course materials, participating in class activities, taking notes, or completing assessments are encouraged to inform both the course instructor and the TEDU Without Barriers Unit. All disclosures will be handled confidentially and reviewed by the relevant commission. Where appropriate, reasonable accommodations will be provided to support the student's effective participation in the course.



You can scan the QR code to access the full guidebook prepared for instructors on supporting students with disabilities in educational processes. For further information and/or questions:



Research and Funding

Directorate of Research, Technology and Innovation (ATID) provides coordination and support services in transforming academic know-how and research outputs of TED University into social and economic benefits.

ATID's main fields of activity are as follows:

- Contributing to the university's strategic research agenda and policy-making efforts,
- Managing internal funds and providing support to external funds to enable the faculty members and the students to improve their research capability,
- Managing intellectual property rights at the university,
- Contributing to the entrepreneurship ecosystem and carrying out activities in this field,
- Managing university-industry-public cooperation processes and creating platforms that foster interaction.

TEDU-BAP	TÜBİTAK BİDEB
TÜBİTAK ARDEB	TÜBİTAK TEYDEB



TEDU Human Research Ethics Committee (HREC)

The Human Research Ethics Committee (HREC) was established to ensure that all employees and students conducting research at TED University conduct their research with human participants (mainly social and administrative sciences, education and architecture research) in accordance with ethical rules, to make the best possible decision, to raise awareness of universal and contemporary research ethics standards at our university, and to develop and disseminate this awareness.



Phone: 0312 585 00 00



E-Mail: iaek@tedu.edu.tr

TEDU Institutional Research Funds (TEDU-IRF)

TEDU-IRF (TEDÜ-BAP) is a seed fund provided by TED University to support innovative research projects. TEDU-IRF Call for proposals are launched twice a year, in October and March.

The objectives of TEDU-IRF are to support research projects;

- adopting TEDU's corporate strategy, principles and research priorities,
- advancing the state-of-the-art and having the potential to generate new intellectual property rights,
- novel, innovative, and preferably interdisciplinary.



Location: E Block, 2nd Floor



Phone: 0312 585 03 50



E-Mail: research@tedu.edu.tr



TED UNIVERSITY



CTL TED University
Center for Teaching
and Learning

TEDU Center for Teaching and Learning (CTL)

The Center for Teaching and Learning carries out a wide range of activities to enhance teaching and learning in collaboration with relevant academic and administrative units at TEDU. These activities are structured under four main categories: supporting instructors, supporting students, assessment and evaluation, and resource development and publication.

CTL provides support for instructors who wish to enhance their teaching practices through the following initiatives:

- Organizing an orientation program for newly appointed faculty members and research assistants, namely *TEDUyum*
- Coordinating the Faculty in Training –TEDU FIT- program for new academic staff
- Organizing seminars and workshops on topics such as course design, assessment and evaluation, effective use of technology in teaching and innovative instructional strategies designed for both full-time and part-time faculty members, namely Faculty Development Seminars
- Establishing learning communities that bring together faculty members from diverse disciplines to share effective teaching practices and engage in dialogue on current issues in higher education
- Providing individual and group consultations aimed at improving teaching effectiveness

You can access all CTL Annual Reports by clicking [here](#).



Location: H Blok 2nd floor, Room: 204



Phone: (0312) 585 0439



E-Mail: ctl@tedu.edu.tr

Center for Teaching and Learning Team

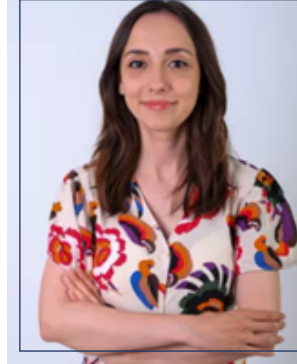
Our team brings together diverse academic and professional backgrounds to collaboratively support excellence in teaching and learning.



CTL Coordinator Assoc.
Prof.
Gökçen Aydın-Dalarslan



Assistant Specialist
Kerem Ermiş



Assistant Specialist
Şevval Kübra Özer



Assistant Specialist
Sedef Süzer

CTL Faculty Development Seminars

CTL Faculty Development Seminars are held throughout the academic year and are delivered either by expert scholars invited from various national and international universities or faculty members at TED University.

These seminars focus on a range of topics including the introduction of innovative approaches and practices in teaching, the enhancement of assessment and evaluation processes in higher education, and the effective integration of educational technologies into course design and delivery.

Faculty Development Seminars are organized once or twice a month, typically on Thursdays between 2:00 p.m. and 4:00 p.m. You may scan the QR code to access information about past seminars.



Classroom Observation

The Center for Teaching and Learning offers classroom observation services for faculty members who wish to receive confidential and formative feedback on their teaching practices at TED University. These observations are evidence-based and designed to support the continuous improvement of instructional practices. The service is available to all faculty members at TEDU.



Consultation

Center for Teaching and Learning offers consultations on a wide range of teaching-related topics to all faculty members at TED University. We are pleased to provide both individual and group consultations tailored to instructors' specific needs and interests.



You may scan the QR code to access detailed information about the consultation services and to fill out the consultation request form. Consultations held either in person or virtually typically address the following areas:

- Designing courses (e.g., syllabus creation, lesson planning, assignment design, developing learning outcomes)
- Designing assessments and providing effective feedback
- Implementing instructional strategies
- Employing strategies to engage students and promote classroom participation
- Using technology effectively in teaching
- Facilitating online teaching and learning
- Reviewing and analyzing course evaluations

Coursera Integration

TED University has established a collaboration with Coursera, a leading online course content platform, with the aim of mitigating the effects of the talent gap at the local level and equipping students with the competencies required by the business world.



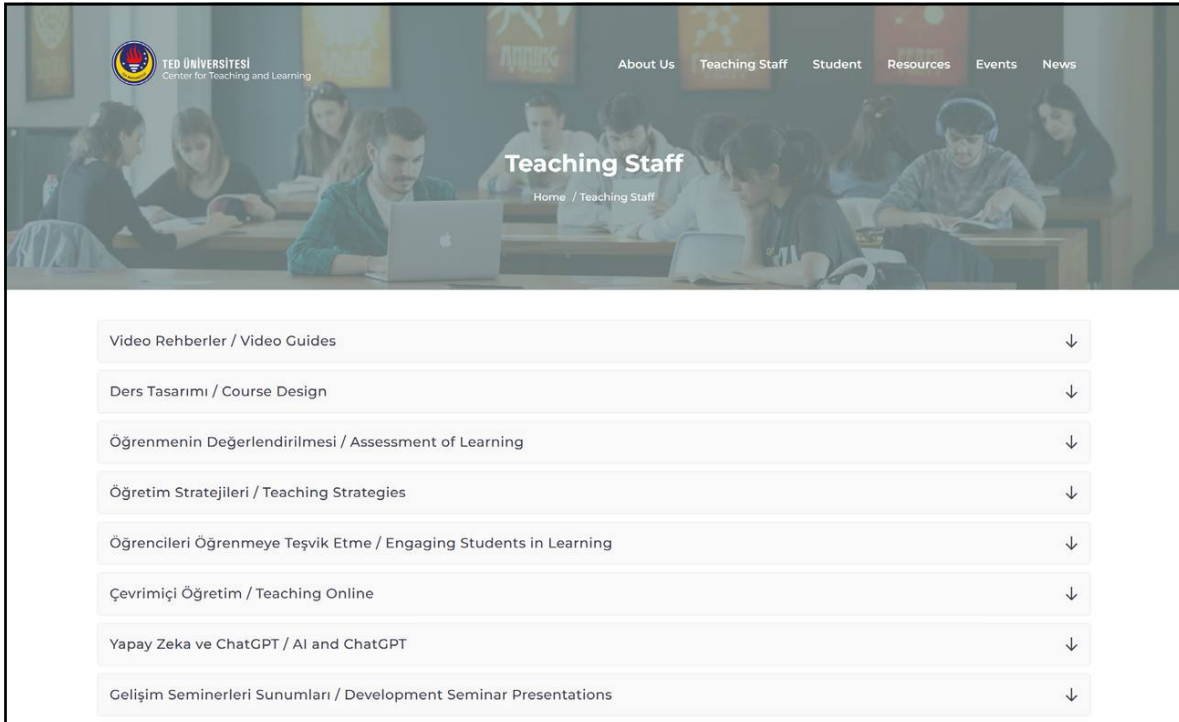
In response to the requests of TED University faculty members, Coursera content has been integrated into 132 courses. Students who successfully complete these courses become eligible to receive official Coursera certificates. You can scan the QR code to access detailed information about the Coursera–TEDU integration and available resources.



CTL Resources

Center for Teaching and Learning (CTL) has developed a comprehensive set of resources for faculty members under the categories of course design, assessment of learning, teaching strategies, student engagement, online instruction, and the integration of AI and ChatGPT into teaching practices.

A total of 45 documents are available on the platform. You may scan the QR code to access these CTL resources designed to support and enhance instructional practices.



Learning Management System (LMS)

A Learning Management System (LMS) is a software application or web-based platform used to plan, implement, and assess specific learning processes.



To support faculty in getting started with the LMS, Center for Teaching and Learning has developed an LMS Video Guide, consisting of 24 short introductory videos on topics such as **entering grades, taking attendance, merging two course sections**, and more.

The guide is available under the “Resources” tab on the **CTL website**.

Educational Tool Video Guide

The Center for Teaching and Learning provides a video guide series on the use of educational tools. This collection of 15 short videos offers practical tips on how to effectively integrate various educational tools into classroom teaching.



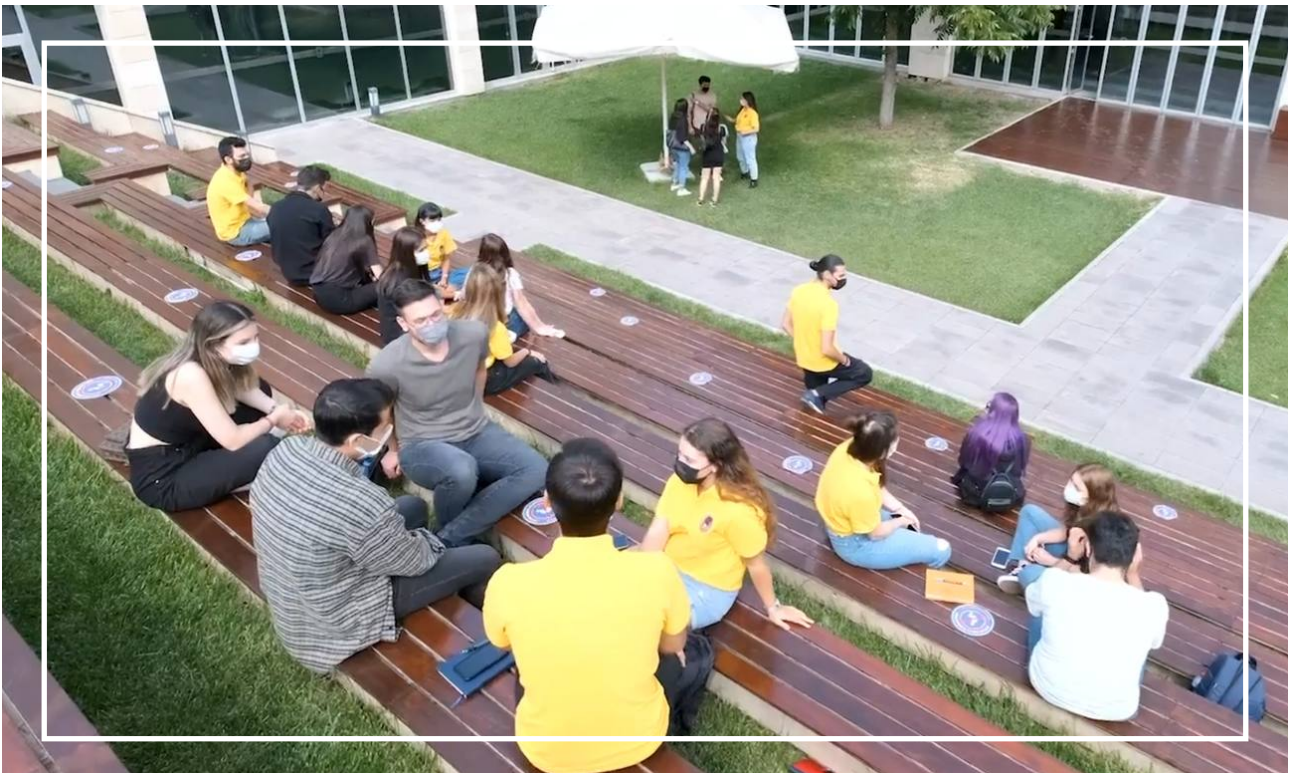
Student Mentorship Programs

First Year Student Mentorship Program

The mentoring program is designed to support newly enrolled students in their adaptation process to TED University. The program is conducted under the guidance of mentors selected from TEDU's second, third, or fourth-year students and spans one academic year. Within the scope of the program, preparatory and first-year students receive guidance on topics such as becoming a TEDU student, life on the TEDU campus, available student support services, and the various systems used at TEDU, including the Learning Management System (LMS).

TEDU102 Service Learning Mentorship Program

The TEDU102 Mentorship Program is a structured support initiative where mentor students who have successfully completed the course guide students currently enrolled in TEDU102 throughout their project development process. The program aims to enrich the learning environment by encouraging mentors to share their experiences and to facilitate active participation in academic processes. As a result, TEDU102 students develop their projects more effectively, while mentors have the opportunity to enhance their leadership and communication skills.



Handling Emergencies

Department of Information Technology

The Information Technologies Department at TED University aims to provide technological resources and infrastructure to all units of the institution, including students, academic, and administrative staff, in order to optimally support the university's mission in education and research. The department's services primarily focus on supporting active learning processes, ensuring information and communication security and support, and additionally, automating institutional processes. For any inquiries, you may contact IT via the email address below.



E-Mail: help@tedu.edu.tr

Information Technologies Services at TED University

TED University's IT Department offers a wide range of services to support teaching, learning, research, and administrative processes. Below is an overview of key services, grouped into categories for easy reference.

Accounts & Access

- TEDUCard / TEDUPass / MyTEDU – Centralized login and identity management.
- Eduroam & Guest Wi-Fi – Secure wireless access for students and visitors.
- VPN – Secure remote access to university resources.
- Get Connected to TEDU Network – Assistance for initial device setup.

Communication Tools

- E-Mail, Shared Mailboxes, and Mail Groups
- Calendar & SMS Services
- TEDU Staff Directory
- Desk Phones
- Live Broadcasting

Educational Technologies

- Moodle / WebWork / Course Websites – Online learning platforms and content delivery.

- Forum & WikiTEDia – Collaborative learning and knowledge sharing.
- Classroom AV Services – Support for in-classroom technology.
- TEDU Survey – Institutional survey tool for feedback collection.

Software & Applications

- Campus Licensed Software – Access to academic and productivity tools.
- EDMS & Business Apps – Electronic document and workflow systems.
- Software Updates & Patches

Hardware & IT Support

- IT Help Desk – Technical support and troubleshooting.
- Computer Repair & Laptop Loans
- Printing Services
- IT Purchasing & Deployment

Security & Data Management

- Backup & Recovery (for laptops, desktops, and servers)
- Virus Protection & Spam Filtering
- Data Privacy & Security Monitoring

Web & Server Services

- Web Design & Consulting
- Server Hosting
- Personal & Course Websites



Health Center

The goal of the TED University Health Center is to provide high-quality healthcare services without compromise, ensuring the physical, mental, and social well-being of our students, academic and administrative staff. Additionally, we offer educational and awareness-raising health consultations.

Services Provided by the Health Center

- Outpatient applications of our students and staff are evaluated, and medical examinations and treatments are provided. When necessary, referrals are made to hospitals for further tests and treatment.
- In emergency situations, initial intervention is carried out at the Health Center. If needed, the patient is transferred to a higher-level healthcare institution accompanied by a nurse.
- When appropriate, patients may be kept under short-term observation at the Health Center for medical monitoring and treatment.
- For staff covered by the Social Security Institution (SGK), prescriptions are issued following medical examinations.
- As part of occupational health services, workplace medicine practices are implemented.
- Within the scope of occupational health, pre-employment medical examinations are conducted for new staff, "pre-employment medical forms" are completed, and a health report confirming fitness for duty is issued.
- Educational and awareness-raising counseling services are offered in various areas of health, such as nutrition, healthy living, and sexual and reproductive health services for students.

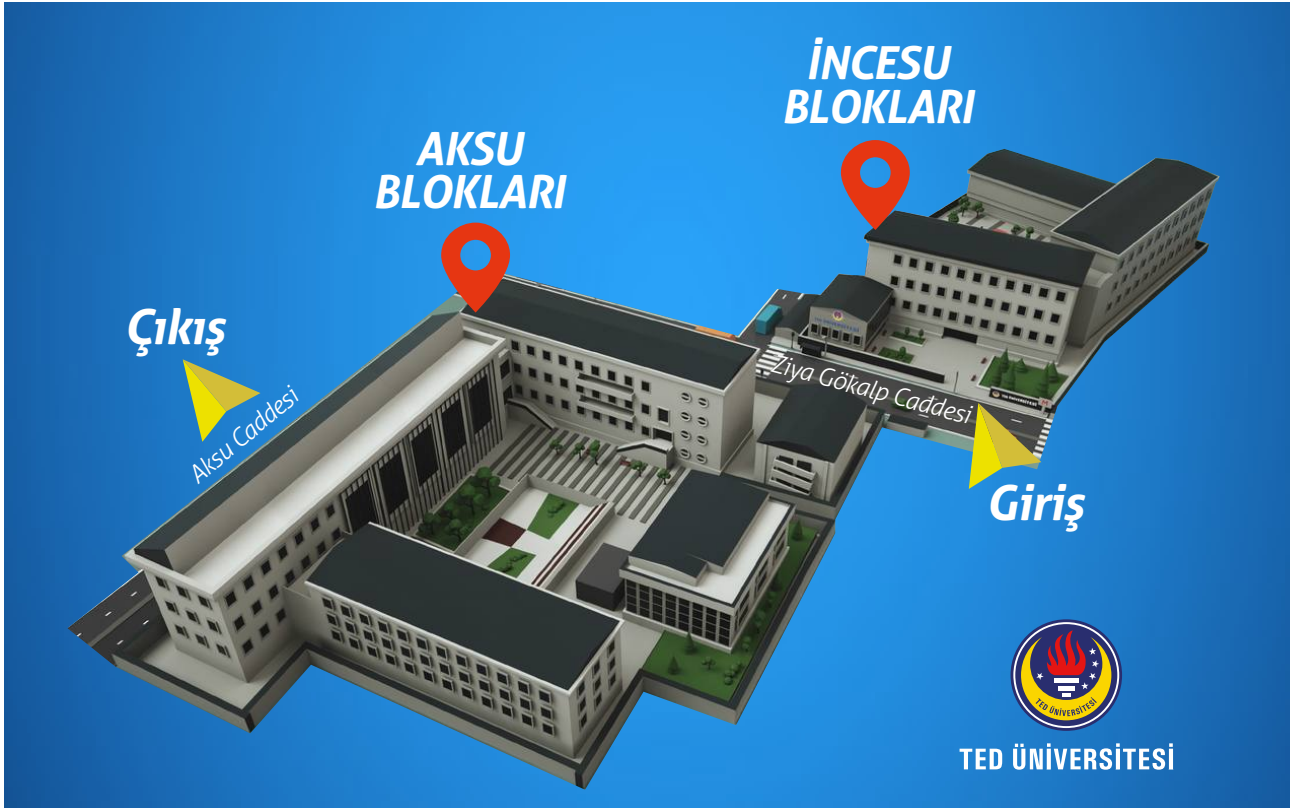


Location: Ground floor of Building E on the TED University Campus

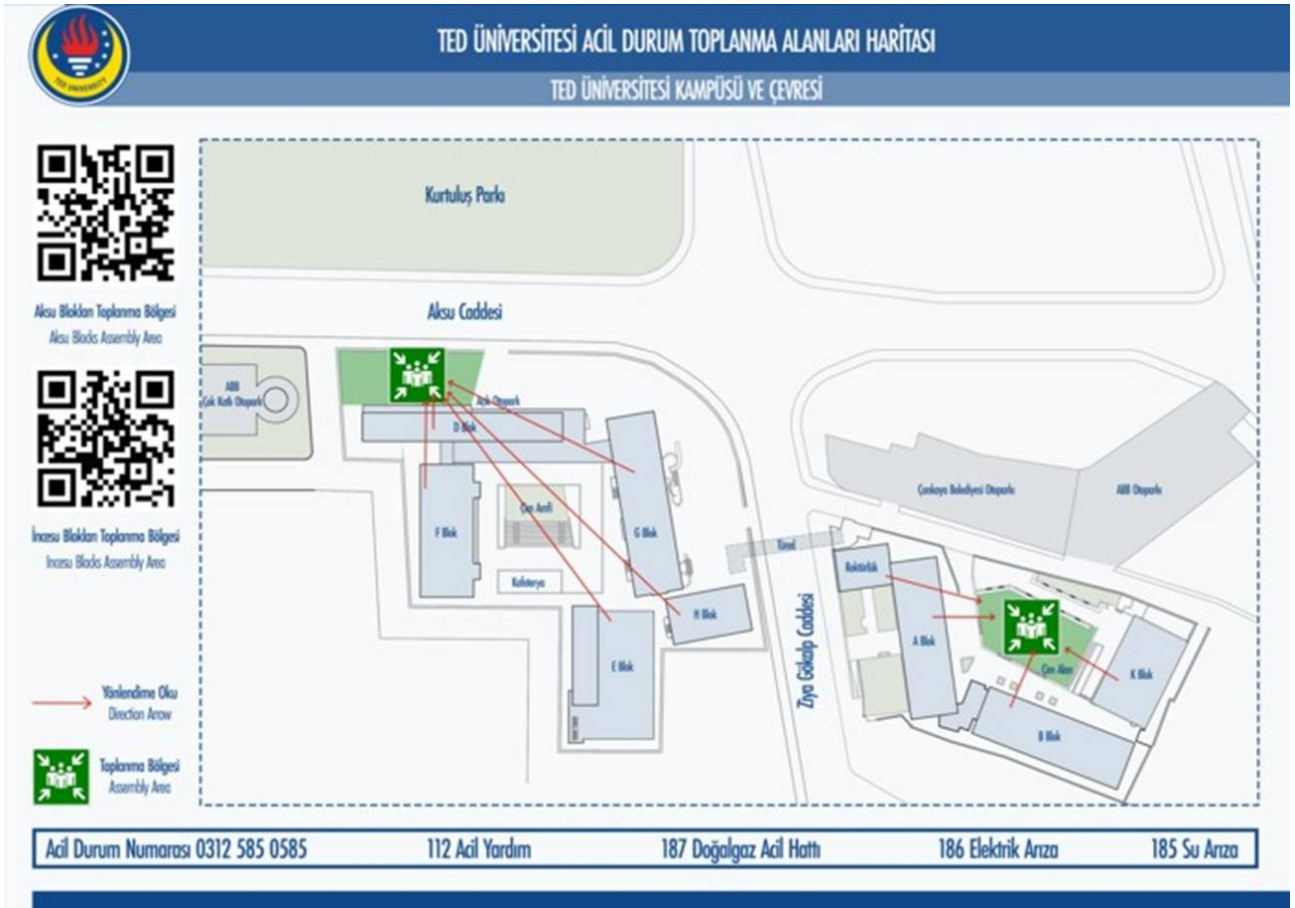


E-Mail: saglik@tedu.edu.tr

TED University Maps



TED University Emergency Assembly Area Map





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