Primary School Mathematics Teaching Bachelor's Degree	
Qualification Code	**TR0030043568**
Qualification Title	Primary School Mathematics Teaching Bachelor's Degree
Awarding Body	TED University
Awarding Body Contact	TED University, Ziya Gökalp Street No: 47 - 48 06420, Kolej - Çankaya Ankara / Turkiye
Awarding Body Url	https://www.tedu.edu.tr/
Orientation	Academic
EQF Level	6
TQF Level	6
Thematic Areas	Teacher training with subject specialization
National Occupation Classification	ISCO:08 2341.05
Category	Main
Credit Value	240
Program Duration	4
Program Profile	The primary goal of the Elementary Mathematics Teacher Education undergraduate program is to train highly qualified elementary mathematics teachers who can contribute to teaching practices at both national and international levels. These teachers are expected to possess effective leadership qualities, be versatile, creative, critical, and reflective thinkers, entrepreneurial, have strong communication skills, collaborate effectively, exhibit high self-confidence, and embrace lifelong learning as a principle.
Learning Environments	Education and instruction are conducted in formal, open, or distance learning formats. The Elementary Mathematics Teacher Education undergraduate program is designed and implemented to provide students with opportunities for effective teacher training, allowing them to practice teaching and classroom management skills in real settings, receive continuous and quality feedback on their performance, and gain opportunities to work in international schools. The program is grounded in practice-oriented learning and teaching, learner-centered education, research-based learning and teaching, standards-based instruction, authentic and performance-based assessment, interdisciplinary studies, individual differences and cultural diversity, social responsibility, and collaboration principles, all of which are reflected in the course content and learning-teaching practices.

Description	1. Reflects the fundamental knowledge required by elementary mathematics education in their courses. 2. Designs teaching processes in elementary mathematics education while considering student needs and characteristics. 3. Applies different teaching methods, techniques, and tools inelementary mathematics education. 4. Implements various assessment and evaluation methods, techniques, and tools in elementary mathematics education. 5. Reflects the relationship between theory and practice in elementary mathematics teaching applications. 6. Develops scientific research or application projects related to elementary mathematics education. 7. Relates concepts and principles of the foundations of educational sciences to learning-teaching and assessment processes. 8. Uses teaching and assessment methods, techniques, and tools appropriately according to their purpose. 9. Acts in accordance with the principles and regulations regarding the aims, structure, and functioning of the education system. 10. Applies digital technologies in face-to-face and online learning environments in the context of learners' needs. 11. Reflects values and skills such as respect, critical and creative thinking, ethics and social responsibility, problem-solving, independent and teamwork, accountability, and lifelong learning in individual and social life. 12. Operates with an interdisciplinary and intercultural perspective.
Key Competencies	Possesses advanced proficiency in the following key competencies: 1. Literacy competency 2. Multilingual competency 3. Mathematical competency and competence in science, technology, and engineering 4. Digital competency 5. Personal, social, and learning-to-learn competency 6. Citizenship competency 7. Entrepreneurship competency 8. Cultural awareness and expression competency

Further Info	In terms of assessment and evaluation, TED University implements a criterion-based student evaluation system. Within this framework, the Elementary Mathematics Teacher Education Program employs both process-oriented and outcome-oriented evaluation methods, which are announced in course syllabi at the beginning of each semester. The success criteria for each evaluation method are also defined in the syllabi. Performance assessments, such as written exams, projects, designs, assignments, reports, presentations, portfolios, etc., utilize answer keys or rubrics (assessment tools). In these criterion-based evaluations, grading is done by comparing students' performance against predefined criteria or standards, assigning a score based on their achievement. The announced standards serve as the basis for converting these scores into grades. Additionally, at the beginning of the semester, instructors outline the learning outcomes of the course and the flow of the teaching process in the syllabi. These syllabi are shared with students and relevant stakeholders via the TEDU website and the LMS platform. Student success is evaluated by taking into account homework, projects, mid-term assignments/practices, final assignments/practices and other practices that replace exams. Evaluation methods are announced in course syllabi at the beginning of each semester. Additionally, at the beginning of the semester, instructors outline the learning outcomes of the course and the flow of the teaching process in the syllabi. These syllabi are shared with students and relevant stakeholders via the TEDU website and the LMS platform. The coefficients, points and status of the letter grades included in the grade point average calculations are given below: Letter Grade_Coefficient_Point AA _4,00_90-100 BA_3,50_85-89 BB_3,00_80-84 CB_2,50_75-79 CC_2,00_70-74 DC_1,50_60-69 DD_1,00_50-59 F(Failure)_0,00_49 and/or below. FX (Failure)_ The grade FX is given to students who have not attended classes, or have not participated in mid-term exams, final exams, term projects or similar course assessments. P (Pass)_The letter P (Pass), is given to students who have fulfilled all requirements of a non-credit course (project, seminar, internship). I (Incomplete)_The letter "I" is given to students who have not been able to complete requirements such as assignments and projects given by the faculty member in time due to certain excuses. Such requirements are completed at the most in

Quality Assurance	To ensure the quality of higher education programs, the Council of Higher Education (YOK) is responsible for planning, organizing, managing, and supervising the educational, instructional, and other activities carried out in higher education institutions. Each year, "University Monitoring and Evaluation Reports" for higher education institutions, prepared within the framework of the criteria determined by YÖK, are published. Based on these reports, YÖK shares quantitative and qualitative evaluations of higher education institutions with the public.
	Additionally, YÖK publishes the "Foundation Higher Education Institutions Report" annually, containing academic, administrative, and financial data for foundation higher education institutions. These reports also include quantitative and qualitative evaluations, which are shared with the public by YÖK. The quality assurance of undergraduate programs in higher education is provided according to the "Procedures and Principles for Ensuring the Quality Assurance of Higher Education Diploma Programs":
	Creation and Approval of Academic Programs: 1.1. YÖK establishes the minimum standards and criteria required to open undergraduate departments and programs in higher education institutions. 1.2. The curriculum of undergraduate programs and the learning outcomes each program will provide to students are determined by the senates of higher education institutions in line with the basic principles set by YÖK. 1.3. The curriculum of National Core Education Programs is implemented by higher education institutions upon approval by YÖK after being accepted by the relevant Deans' Council.
	Assessment and Evaluation: The methods for assessing and evaluating the learning outcomes that undergraduate programs aim to provide to students are carried out according to the education, instruction, and examination regulations prepared by higher education institutions, in accordance with the fundamental principles determined by YÖK.
	Certification: Students enrolled in undergraduate programs are awarded a bachelor's degree upon successfully completing the course credits and other obligations determined by the higher education institutions.
	Self-Assessment and External Assessment: In the context of continuous monitoring, higher education institutions enter their "Internal Evaluation Reports" for the previous year into the Information System prepared by the Higher Education Quality Council (YÖKAK) at the beginning of each year. YÖKAK shares its "Institutional Feedback Report," which pertains to the external evaluation of higher education institutions, with the public. Additionally, accreditation decisions made by accreditation organizations authorized or recognized by YÖKAK indicate that the qualifications of the programs have met quality assurance standards. YÖKAK conducts regular review activities concerning the qualifications set by its regulations. YÖKAK Institutional Accreditation Program - Full Accreditation and Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD) Accreditation

Access Requirements	Admission to the first year of undergraduate programs is based on the results of the examination conducted by the Student Selection and Placement Center (ÖSYM). The admission of foreign candidates is carried out in accordance with the Higher Education Law, the regulations and decisions of the Council of Higher Education (YÖK), and the conditions determined by the Senate, with the approval of the relevant administrative board.
Conditions for Success	To graduate from the Program, students must successfully complete all courses within the program and have a minimum cumulative grade point average (CGPA) of 2.00 out of 4.00. The minimum ECTS required for graduation is 240.
Progression Paths (Relationship Type)	Graduates of the Elementary Mathematics Education Undergraduate Program can be appointed as Middle School Mathematics Teachers in public and private educational institutions under the Ministry of National Education with the title of Mathematics Teacher. Graduates who wish to teach abroad or work in different fields within the education sector can also take on these roles, provided they meet the necessary qualifications. Additionally, those who wish to pursue an academic career in elementary mathematics education or other education-related fields, either domestically or abroad, can become faculty members (research assistants) at universities, provided they meet the required conditions. Moreover, graduates can also work in various positions within the education sector, such as book authors or content development specialists in educational firms.
Legal Basis	Law No. 2547 on Higher Education 1.1. Regulation on the Principles of Transition Between Associate and Bachelor's Degree Programs in Higher Education Institutions, Double Major, Minor, and Inter-Institutional Credit Transfer 1.2. Regulation on the Continuation of Bachelor's Studies for Graduates of Vocational Schools and Open Education Associate Degree Programs 2. Law No. 2547 on Higher Education (Supplementary Article 35) 2.1. Regulation on Higher Education Quality Assurance and the Higher Education Quality Board
Validity Period (If Any)	The qualification is continuously valid.
Url	https://www.tedu.edu.tr/en/tyc

English Language Teaching Bachelor's Degree	
Qualification Code	**TR0030043569**
Qualification Title	English Language Teaching Bachelor's Degree
Awarding Body	TED University
Awarding Body Contact	TED University, Ziya Gökalp Street No: 47 - 48 06420, Kolej - Çankaya Ankara / Turkiye
Awarding Body Url	https://www.tedu.edu.tr/
Orientation	Academic
EQF Level	6
TQF Level	6
Thematic Areas	Teacher training with subject specialization
National Occupation Classification	ISCO:08 2353.08
Category	Main
Credit Value	240
Program Duration	4
Program Profile	The primary aim of the English Language Teaching bachelor's program is to train highly qualified English teachers who can contribute to English teaching practices at both national and international levels. These teachers will possess effective leadership qualities, be versatile, creative, critical, and reflective thinkers, be entrepreneurial, have strong communication skills, be capable of collaboration, exhibit high self-confidence, and embrace lifelong learning as a fundamental principle.
Learning Environments	In the English Language Teaching bachelor's program, both theoretical courses and practical experiences are provided to ensure that teacher candidates develop into qualified English teachers. Throughout their undergraduate studies, each candidate is expected to participate in a range of extracurricular activities, as well as engage in various observation, research, and practical applications. To achieve the desired level of professional knowledge, skills, and attitudes, teacher candidates require significantly more time and effort than a one-semester part-time practice experience. Therefore, to equip teacher candidates with increasing responsibilities and practical competencies, practical activities related to the courses, observations, school experiences, and teaching practices are integrated into the program over five semesters, alongside the methods courses.

Description	1. Reflects the fundamental knowledge required by English language education in their courses. 2. Designs teaching processes in English language education while considering student needs and characteristics. 3. Applies different teaching methods, techniques, and tools in English language education. 4. Implements various assessment and evaluation methods, techniques, and tools in English language education. 5. Reflects the relationship between theory and practice in English language teaching applications. 6. Develops scientific research or application projects related to English language education. 7. Relates concepts and principles of the foundations of educational sciences to learning-teaching and assessment processes. 8. Uses teaching and assessment methods, techniques, and tools appropriately according to their purpose. 9. Acts in accordance with the principles and regulations regarding the aims, structure, and functioning of the education system. 10. Applies digital technologies in face-to-face and online learning environments in the context of learners' needs. 11. Reflects critical and creative thinking, ethics and social responsibility, problem-solving, independent and teamwork, accountability, and lifelong learning skills and values in individual and social life. 12. Operates with an interdisciplinary and intercultural perspective.
Key Competencies	Possesses advanced proficiency in the following key competencies: 1. Literacy competency 2. Multilingual competency 3. Mathematical competency and competence in science, technology, and engineering 4. Digital competency 5. Personal, social, and learning-to-learn competency 6. Citizenship competency 7. Entrepreneurship competency 8. Cultural awareness and expression competency

Further Info	In terms of assessment and evaluation, TED University implements a criterion-based student evaluation system. Within this framework, the English Language Education Program employs both process-oriented and outcome-oriented evaluation methods, which are announced in course syllabi at the beginning of each semester. The success criteria for each evaluation method are also defined in the syllabi. Performance assessments, such as written exams, projects, designs, assignments, reports, presentations, portfolios, etc., utilize answer keys or rubrics (assessment tools). In these criterion-based evaluations, grading is done by comparing students' performance against predefined criteria or standards, assigning a score based on their achievement. The announced standards serve as the basis for converting these scores into grades. Additionally, at the beginning of the semester, instructors outline the learning outcomes of the course and the flow of the teaching process in the syllabi. These syllabi are shared with students and relevant stakeholders via the TEDU website and the LMS platform. Student success is evaluated by taking into account homework, projects, mid-term assignments/practices, final assignments/practices and other practices that replace exams. Evaluation methods are announced in course syllabi at the beginning of each semester. Additionally, at the beginning of the semester, instructors outline the learning outcomes of the course and the flow of the teaching process in the syllabi. These syllabi are shared with students and relevant stakeholders via the TEDU website and the LMS platform. The coefficients, points and status of the letter grades included in the grade point average calculations are given below: Letter Grade_Coefficient_Point AA _4,00_90-100 BA_3,50_85-89 BB_3,00_80-84 CB_2,50_75-79 CC_2,00_70-74 DC_1,50_60-69 DD_1,00_50-59 F(Failure)_0,00_49 and/or below. FX (Failure)_ The grade FX is given to students who have not attended classes, or have not participated in mid-term exams, final exams, term projects or similar course assessments. P (Pass)_The letter P (Pass), is given to students who have fulfilled all requirements of a non-credit course (project, seminar, internship). I (Incomplete)_The letter "I" is given to students who have not been able to complete requirements such as assignments and projects given by the faculty member in time due to certain excuses. Such requirements are completed at the most in

Quality Assurance	To ensure the quality of higher education programs, the Council of Higher Education (YÖK) is responsible for planning, organizing, managing, and supervising the educational, instructional, and other activities carried out in higher education institutions. Each year, "University Monitoring and Evaluation Reports" for higher education institutions, prepared within the framework of the criteria determined by YÖK, are published. Based on these reports, YÖK shares quantitative and qualitative evaluations of higher education institutions with the public. Additionally, YÖK publishes the "Foundation Higher Education Institutions Report" annually, containing academic, administrative, and financial data for foundation higher education institutions. These reports also include quantitative and qualitative evaluations, which are shared with the public by YÖK. The quality assurance of undergraduate programs in higher education is provided according to the "Procedures and Principles for Ensuring the Quality Assurance of Higher Education Diploma Programs": Creation and Approval of Academic Programs: 1.1. YÖK establishes the minimum standards and criteria required to open undergraduate departments and programs in higher education institutions. 1.2. The curriculum of undergraduate programs and the learning outcomes each program will provide to students are determined by the senates of higher education institutions in line with the basic principles set by YÖK. 1.3. The curriculum of National Core Education Programs is implemented by higher education institutions upon approval by YÖK after being accepted by the relevant Deans' Council. Assessment and Evaluation: The methods for assessing and evaluating the learning outcomes that undergraduate programs aim to provide to students are carried out according to the education, instruction, and examination regulations prepared by higher education institutions, in accordance with the fundamental principles determined by YÖK. Certification: Students enrolled in undergraduate programs are awarded a bachelor's degree upon successfully completing the course credits and other obligations determined by the higher education institutions. Self-Assessment and External Assessment: In the context of continuous monitoring, higher education institutions enter their "Internal Evaluation Reports" for the previous year into the Information System prepared by the Higher Education Quality Council (YÖKAK) at the beginning of each year. YÖKAK shares its "Institutional Feedback Report," which pertains to the external evaluation of higher education institutions, with the public. Additionally, accreditation decisions made by accreditation organizations authorized or recognized by YÖKAK indicate that the qualifications of the programs have met quality assurance standards. YÖKAK conducts regular review activities concerning the qualifications set by its regulations. YÖKAK Institutional Accreditation Program - Full Accreditation and Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD) Accreditation

Access Requirements	Admission to the first year of undergraduate programs is based on the results of the examination conducted by the Student Selection and Placement Center (ÖSYM). The admission of foreign candidates is carried out in accordance with the Higher Education Law, the regulations and decisions of the Council of Higher Education (YÖK), and the conditions determined by the Senate, with the approval of the relevant administrative board.
Conditions for Success	To graduate from the Program, students must successfully complete all courses within the program and have a minimum cumulative grade point average (CGPA) of 2.00 out of 4.00. The minimum ECTS required for graduation is 240.
Progression Paths (Relationship Type)	Graduates of the English Language Teacghin Undergraduate Program can be appointed as English Teachers in public and private educational institutions under the Ministry of National Education with the title of English Teacher. Graduates who wish to teach abroad or work in different fields within the education sector can also take on these roles, provided they meet the necessary qualifications. Additionally, those who wish to pursue an academic career in english language education or other education-related fields, either domestically or abroad, can become faculty members (research assistants) at universities, provided they meet the required conditions. Moreover, graduates can also work in various positions within the education sector, such as book authors or content development specialists in educational firms.

Legal Basis	Law No. 2547 on Higher Education 1.1. Regulation on the Principles of Transition Between Associate and Bachelor's Degree Programs in Higher Education Institutions, Double Major, Minor, and Inter-Institutional Credit Transfer 1.2. Regulation on the Continuation of Bachelor's Studies for Graduates of Vocational Schools and Open Education Associate Degree Programs 2. Law No. 2547 on Higher Education (Supplementary Article 35) 2.1. Regulation on Higher Education Quality Assurance and the Higher Education Quality Board
Validity Period (If Any)	The qualification is continuously valid.
Url	https://www.tedu.edu.tr/en/tyc

Early Childhood Education Bachelor's Degree	
Qualification Code	**TR0030043566**
Qualification Title	Early Childhood Education Bachelor's Degree
Awarding Body	TED University
Awarding Body Contact	TED University, Ziya Gökalp Street No: 47 - 48 06420, Kolej - Çankaya Ankara / Turkiye
Awarding Body Url	https://www.tedu.edu.tr/
Orientation	Academic
EQF Level	6
TQF Level	6
Thematic Areas	Training for pre-school teachers
National Occupation Classification	ISCO:08 2342.01
Category	Main
Credit Value	240
Program Duration	4
Program Profile	Early childhood education is a field of education that covers the education of children aged 0-8, and it is based on a pedagogy tradition centered around active play in learning environments that is also rich in materials. In this context, the main aim of the program is to train quality teachers that are able to support the development and learning of children aged 0-8 by creating rich learning environments, contribute to the field of early childhood education practices in national and international settings, become a leader in the field, and think reflectively and critically.
Learning Environments	The courses offered in the faculty of education are generally conducted in round-table classrooms, row-arranged classrooms, and amphitheater-style classrooms, allowing students to familiarize themselves with and experience different learning environments. Each classroom is equipped with a sound system and a projector, and computers in the laboratories (computer lab, pedagogy lab, guidance and psychological counseling lab, etc.) provide the necessary programs that instructors and students need within the scope of the courses. Off-campus learning environments include schools where Teaching Practicum and other applied courses are conducted.

Description	1. Reflects the fundamental knowledge required by early childhood education in their courses.
	2. Designs teaching processes in early childhood education while considering student needs and characteristics.
	3. Applies different teaching methods, techniques, and tools inelementary mathematics education.
	4. Implements various assessment and evaluation methods, techniques, and tools in elementary mathematics education.
	5. Reflects the relationship between theory and practice in elementary mathematics teaching applications.
	6. Develops scientific research or application projects related to elementary mathematics education.
	7. Relates concepts and principles of the foundations of educational sciences to learning-teaching and assessment processes.
	8. Uses teaching and assessment methods, techniques, and tools appropriately according to their purpose.
	9. Acts in accordance with the principles and regulations regarding the aims, structure, and functioning of the education system.
	10. Applies digital technologies in face-to-face and online learning environments in the context of learners' needs.
	11. Reflects values and skills such as respect, critical and creative thinking, ethics and social responsibility, problem-solving, independent and teamwork, accountability, and lifelong learning in individual and social life.
	12. Operates with an interdisciplinary and intercultural perspective.

Key Competencies	Possesses advanced proficiency in the following key competencies: 1. Literacy competency 2. Multilingual competency 3. Mathematical competency and competence in science, technology, and engineering 4. Digital competency 5. Personal, social, and learning-to-learn competency 6. Citizenship competency 7. Entrepreneurship competency 8. Cultural awareness and expression competency

Further Info	Assessment and evaluation methods, types of exams, and their contribution to course grades are conducted in accordance with the basic principles set by the Council of Higher Education (YÖK).
	The evaluation of student success in the courses offered in the undergraduate program is based on TED University's Undergraduate Education Regulations. The grading system, where students can see their performance in relation to the course assessments, is included in each course syllabus and shared with students during the first week of the semester.
	The weight of exams and expectations for assignments are shared with students both verbally and in writing during the first week of the semester.
	Different methods and techniques are used for mid-term and final evaluations. Student success is evaluated by taking into account homework, projects, mid-term assignments/practices, final assignments/practices and other practices that replace exams. Evaluation methods are announced in course syllabi at the beginning of each semester. Additionally, at the beginning of the semester, instructors outline the learning outcomes of the course and the flow of the teaching process in the syllabi. These syllabi are shared with students and relevant stakeholders via the TEDU website and the LMS platform. The coefficients, points and status of the letter grades included in the grade point average calculations are given below:
	Letter Grade_Coefficient_Point
	AA _4,00_90-100
	BA_3,50_85-89
	BB_3,00_80-84
	CB_2,50_75-79
	CC_2,00_70-74
	DC_1,50_60-69
	DD_1,00_50-59
	F(Failure)_0,00_49 and/or below.
	FX (Failure)_ The grade FX is given to students who have not attended classes, or have not participated in mid-term exams, final exams, term projects or similar course assessments.
	P (Pass)_The letter P (Pass), is given to students who have fulfilled all requirements of a non-credit course (project, seminar, internship).
	I (Incomplete)_The letter "I" is given to students who have not been able to complete requirements such as assignments and projects given by the faculty member in time due to certain excuses. Such requirements are completed at the most in two weeks; if not, the letter "I" is converted into a letter grade of "F".

Quality Assurance	To ensure the quality of higher education programs, the Council of Higher Education (YÖK) is responsible for planning, organizing, managing, and supervising the educational, instructional, and other activities carried out in higher education institutions. Each year, "University Monitoring and Evaluation Reports" for higher education institutions, prepared within the framework of the criteria determined by YÖK, are published. Based on these reports, YÖK shares quantitative and qualitative evaluations of higher education institutions with the public. Additionally, YÖK publishes the "Foundation Higher Education Institutions Report" annually, containing academic, administrative, and financial data for foundation higher education institutions. These reports also include quantitative and qualitative evaluations, which are shared with the public by YÖK. The quality assurance of undergraduate programs in higher education is provided according to the "Procedures and Principles for Ensuring the Quality Assurance of Higher Education Diploma Programs": Creation and Approval of Academic Programs: 1.1. YÖK establishes the minimum standards and criteria required to open undergraduate departments and programs in higher education institutions. 1.2. The curriculum of undergraduate programs and the learning outcomes each program will provide to students are determined by the senates of higher education institutions in line with the basic principles set by YÖK. 1.3. The curriculum of National Core Education Programs is implemented by higher education institutions upon approval by YÖK after being accepted by the relevant Deans' Council. Assessment and Evaluation: The methods for assessing and evaluating the learning outcomes that undergraduate programs aim to provide to students are carried out according to the education, instruction, and examination regulations prepared by higher education institutions, in accordance with the fundamental principles determined by YÖK. Certification: Students enrolled in undergraduate programs are awarded a bachelor's degree upon successfully completing the course credits and other obligations determined by the higher education institutions. Self-Assessment and External Assessment: In the context of continuous monitoring, higher education institutions enter their "Internal Evaluation Reports" for the previous year into the Information System prepared by the Higher Education Quality Council (YÖKAK) at the beginning of each year. YÖKAK shares its "Institutional Feedback Report," which pertains to the external evaluation of higher education institutions, with the public. Additionally, accreditation decisions made by accreditation organizations authorized or recognized by YÖKAK indicate that the qualifications of the programs have met quality assurance standards. YÖKAK conducts regular review activities concerning the qualifications set by its regulations. YÖKAK Institutional Accreditation Program - Full Accreditation and Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD) Accreditation
Access Requirements	Admission to the first year of undergraduate programs is based on the results of the examination conducted by the Student Selection and Placement Center (ÖSYM). The admission of foreign candidates is carried out in accordance with the Higher Education Law, the regulations and decisions of the Council of Higher Education (YÖK), and the conditions determined by the Senate, with the approval of the relevant administrative board.

Conditions for Success	To graduate from the Program, students must successfully complete all courses within the program and have a minimum cumulative grade point average (CGPA) of 2.00 out of 4.00. The minimum ECTS required for graduation is 240.
Progression Paths (Relationship Type)	Graduates of the Early Childhood Education Bachelor's Program receive a bachelor's degree. If they obtain an adequate score on the Public Personnel Selection Examination (KPSS), they can work as preschool teachers in independent kindergartens and preschool classes affiliated with primary schools under the Ministry of National Education. In addition, they can work in private kindergartens and daycare centers that offer different models and practices. Graduates who wish to pursue an academic career can continue with postgraduate education.
Legal Basis	Law No. 2547 on Higher Education 1.1. Regulation on the Principles of Transition Between Associate and Bachelor's Degree Programs in Higher Education Institutions, Double Major, Minor, and Inter-Institutional Credit Transfer 1.2. Regulation on the Continuation of Bachelor's Studies for Graduates of Vocational Schools and Open Education Associate Degree Programs 2. Law No. 2547 on Higher Education (Supplementary Article 35) 2.1. Regulation on Higher Education Quality Assurance and the Higher Education Quality Board
Validity Period (If Any)	The qualification is continuously valid.The qualification is continuously valid.
Url	https://www.tedu.edu.tr/en/tyc

Guidance and Psychological Counseling Bachelor's Degree	
Qualification Code	**TR0030032432**
Qualification Title	Guidance and Psychological Counseling Bachelor's Degree
Awarding Body	TED University
Awarding Body Contact	TED University, Ziya Gökalp Street No: 47 - 48 06420, Kolej - Çankaya Ankara / Turkiye
Awarding Body Url	https://www.tedu.edu.tr/
Orientation	Academic
EQF Level	6
TQF Level	6
Thematic Areas	Psychology
National Occupation Classification	ISCO:08 2635.08
Category	Main
Credit Value	240
Program Duration	4
Program Profile	The main purpose of the Guidance and Psychological Counseling (GPC) undergraduate program is to train psychological counseling professionals who will work in units providing psychological counseling and support services, especially in educational institutions, in order to support the academic, career, personal and social development of individuals. In addition to this basic purpose, TEDU GPC undergraduate program graduates are aimed to be qualified psychological counselors who can contribute to field practices at the national and international levels, can lead in their field, and have a reflective and critical mindset.

Learning Environments	The courses offered in the faculty of education are generally conducted in round-table classrooms, row-arranged classrooms, and amphitheater-style classrooms, allowing students to familiarize themselves with and experience different learning environments. Each classroom is equipped with a sound system and a projector, and computers in the laboratories (computer lab, pedagogy lab, guidance and psychological counseling lab, etc.) provide the necessary programs that instructors and students need within the scope of the courses. Off-campus learning environments include schools where Teaching Practicum and other applied courses are conducted.
	Use field knowledge and basic psychological counseling skills in accordance with the ethics of psychological counseling to support individuals' academic, emotional, moral, social, physical, and career development.
	Use formal and informal assessment techniques to interpret individuals' strengths and needs, conduct scientific research related to the field, and evaluate the effectiveness of psycho-educational programs.
	Design comprehensive, developmental, and preventive school guidance and psycho-educational programs and implement these programs in collaboration with all relevant stakeholders (students, teachers, administrators, parents, etc.)
	Select and apply appropriate psychological counseling techniques that support the well-being of individuals and groups, are preventive, and are intervening. Critically interpret and evaluate the theories and research underlying these techniques.

Description	Can understand the relationship between theory and practice, the developmental characteristics specific to individuals' and groups' life stages, learning processes, and behavioral patterns within the group, and design and implement prevention and intervention programs aimed at developmental problem areas specific to those life stages.
	Engage in self-assessment by being aware of the dynamics of their own and their clients' social and cultural structure, diversity, identity, and group membership, ensuring professional development and transformation, and advocating for these values.
	Learn the concepts and principles related to the foundations of educational sciences.
	Use the methods and tools of teaching and assesment-evaluation in accordance with their purpose.
	Act in accordance with the principles and regulations related to the purpose, structure, and functionng of the education system.
	Use the digital technologies in face to face and online environments based on the needs of learners.
	Reflect the values and skills of respect, critical and creative thinking, ethics and social responsibility, problem-solving, independent and team work, taking responsibility, and lifelong learning in their personal and social lives.
	Acts with an interdisciplinary and intercultural perspective.

Key Competencies	Possesses advanced proficiency in the following key competencies: 1. Literacy competency 2. Multilingual competency 3. Mathematical competency 4. Distinguish scientific knowledge 5. Digital competency 6. Personal, social, and learning-to-learn competency 7. Citizenship competency 8. Entrepreneurship competency 9. Cultural awareness and expression competency

Further Info	Assessment and evaluation methods, types of exams, and their contribution to course grades are conducted in accordance with the basic principles set by the Council of Higher Education (YÖK).
	The evaluation of student success in the courses offered in the undergraduate program is based on TED University's Undergraduate Education Regulations. The grading system, where students can see their performance in relation to the course assessments, is included in each course syllabus and shared with students during the first week of the semester.
	The weight of exams and expectations for assignments are shared with students both verbally and in writing during the first week of the semester.
	Different methods and techniques are used for mid-term and final evaluations. Student success is evaluated by taking into account homework, projects, mid-term assignments/practices, final assignments/practices and other practices that replace exams. Evaluation methods are announced in course syllabi at the beginning of each semester. Additionally, at the beginning of the semester, instructors outline the learning outcomes of the course and the flow of the teaching process in the syllabi. These syllabi are shared with students and relevant stakeholders via the TEDU website and the LMS platform. The coefficients, points and status of the letter grades included in the grade point average calculations are given below:
	Letter Grade_Coefficient_Point
	AA _4,00_90-100
	BA_3,50_85-89
	BB_3,00_80-84
	CB_2,50_75-79
	CC_2,00_70-74
	DC_1,50_60-69
	DD_1,00_50-59
	F(Failure)_0,00_49 and/or below.
	FX (Failure)_ The grade FX is given to students who have not attended classes, or have not participated in mid-term exams, final exams, term projects or similar course assessments.
	P (Pass)_The letter P (Pass), is given to students who have fulfilled all requirements of a non-credit course (project, seminar, internship).
	I (Incomplete)_The letter "I" is given to students who have not been able to complete requirements such as assignments and projects given by the faculty member in time due to certain excuses. Such requirements are completed at the most in two weeks; if not, the letter "I" is converted into a letter grade of "F".

Quality Assurance	To ensure the quality of higher education programs, the Council of Higher Education (YÖK) is responsible for planning, organizing, managing, and supervising the educational, instructional, and other activities carried out in higher education institutions. Each year, "University Monitoring and Evaluation Reports" for higher education institutions, prepared within the framework of the criteria determined by YÖK, are published. Based on these reports, YÖK shares quantitative and qualitative evaluations of higher education institutions with the public. Additionally, YÖK publishes the "Foundation Higher Education Institutions Report" annually, containing academic, administrative, and financial data for foundation higher education institutions. These reports also include quantitative and qualitative evaluations, which are shared with the public by YÖK. The quality assurance of undergraduate programs in higher education is provided according to the "Procedures and Principles for Ensuring the Quality Assurance of Higher Education Diploma Programs": Creation and Approval of Academic Programs: 1.1. YÖK establishes the minimum standards and criteria required to open undergraduate departments and programs in higher education institutions. 1.2. The curriculum of undergraduate programs and the learning outcomes each program will provide to students are determined by the senates of higher education institutions in line with the basic principles set by YÖK. 1.3. The curriculum of National Core Education Programs is implemented by higher education institutions upon approval by YÖK after being accepted by the relevant Deans' Council. Assessment and Evaluation: The methods for assessing and evaluating the learning outcomes that undergraduate programs aim to provide to students are carried out according to the education, instruction, and examination regulations prepared by
Access Requirements	Admission to the first year of undergraduate programs is based on the results of the examination conducted by the Student Selection and Placement Center (ÖSYM). The admission of foreign candidates is carried out in accordance with the Higher Education Law, the regulations and decisions of the Council of Higher Education (YÖK), and the conditions determined by the Senate, with the approval of the relevant administrative board.
Conditions for Success	To graduate from the Program, students must successfully complete all courses within the program and have a minimum cumulative grade point average (CGPA) of 2.00 out of 4.00. The minimum ECTS required for graduation is 240.

Progression Paths (Relationship Type)	The candidates who succesfully graduate from the undergraduate studies can pursue graduate education in their fields or other related fields if they meet the requirements. In addition, graduates can work as psychological counselors in schools affiliated with the Ministry of National Education, private counseling centers, public, social and health institutions, and as experts in institutions such as family courts and social services. Other institutions where graduates can work with different titles according to the legislation of the institutions include the Ministry of Family and Social Services, the Ministry of Justice, the Turkish Armed Forces, Police Academies, Human Resources Departments of Companies, and Special Education and Guidance Centers.
Legal Basis	Law No. 2547 on Higher Education 1.1. Regulation on the Principles of Transition Between Associate and Bachelor's Degree Programs in Higher Education Institutions, Double Major, Minor, and Inter-Institutional Credit Transfer 1.2. Regulation on the Continuation of Bachelor's Studies for Graduates of Vocational Schools and Open Education Associate Degree Programs 2. Law No. 2547 on Higher Education (Supplementary Article 35) 2.1. Regulation on Higher Education Quality Assurance and the Higher Education Quality Board
Validity Period (If Any)	The qualification is continuously valid.The qualification is continuously valid.
Url	https://www.tedu.edu.tr/en/tyc

Primary Education Bachelor's Degree	
Qualification Code	TR0030043567
Qualification Title	Primary Education Bachelor's Degree
Awarding Body	TED University
Awarding Body Contact	TED University, Ziya Gökalp Street No: 47 - 48 06420, Kolej - Çankaya Ankara / Turkiye
Awarding Body Url	https://www.tedu.edu.tr/
Orientation	Academic
EQF Level	6
TQF Level	6
Thematic Areas	Teacher training without subject specialization
National Occupation Classification	ISCO:08 2341.04
Category	Main
Credit Value	240
Program Duration	4
Program Profile	The Primary Education Program in the Department of Elementary Education at TED University is an undergraduate program which trains elementary school teachers for elementary schools from first to fourth grade. The main goal of the program is to train highly qualified primary teachers who are reflective and critical thinkers and capable of showing leadership in their field as well as contributing to the field of elementary school education at both national and international levels.
Learning Environments	The courses offered in the faculty of education are generally conducted in round-table classrooms, row-arranged classrooms, and amphitheater-style classrooms, allowing students to familiarize themselves with and experience different learning environments. Each classroom is equipped with a sound system and a projector, and computers in the laboratories (computer lab, pedagogy lab, guidance and psychological counseling lab, etc.) provide the necessary programs that instructors and students need within the scope of the courses. Off-campus learning environments include schools where Teaching Practicum and other applied courses are conducted.

Description	1. Reflects the fundamental knowledge required by elementary mathematics education in their courses. 2. Designs teaching processes in elementary mathematics education while considering student needs and characteristics. 3. Applies different teaching methods, techniques, and tools inelementary mathematics education. 4. Implements various assessment and evaluation methods, techniques, and tools in elementary mathematics education. 5. Reflects the relationship between theory and practice in elementary education applications. 6. Follow innovations and developments in the field of elementary education for personal and continuous professional development and evaluate scientific research. 7. Relates concepts and principles of the foundations of educational sciences to learning-teaching and assessment processes. 8. Uses teaching and assessment methods, techniques, and tools appropriately according to their purpose. 9. Acts in accordance with the principles and regulations regarding the aims, structure, and functioning of the education system. 10. Applies digital technologies in face-to-face and online learning environments in the context of learners' needs. 11. Reflects values and skills such as respect, critical and creative thinking, ethics and social responsibility, problem-solving, independent and teamwork, accountability, and lifelong learning in individual and social life. 12. Operates with an interdisciplinary and intercultural perspective.
Key Competencies	Possesses advanced proficiency in the following key competencies: 1. Literacy competency 2. Multilingual competency 3. Mathematical competency and competence in science, technology, and engineering 4. Digital competency 5. Personal, social, and learning-to-learn competency 6. Citizenship competency 7. Entrepreneurship competency 8. Cultural awareness and expression competency

Further Info	Assessment and evaluation methods, types of exams, and their contribution to course grades are conducted in accordance with the basic principles set by the Council of Higher Education (YÖK). The evaluation of student success in the courses offered in the undergraduate program is based on TED University's Undergraduate Education Regulations. The grading system, where students can see their performance in relation to the course assessments, is included in each course syllabus and shared with students during the first week of the semester. The weight of exams and expectations for assignments are shared with students both verbally and in writing during the first week of the semester. Different methods and techniques are used for mid-term and final evaluations. Student success is evaluated by taking into account homework, projects, mid-term assignments/practices, final assignments/practices and other practices that replace exams. Evaluation methods are announced in course syllabi at the beginning of each semester. Additionally, at the beginning of the semester, instructors outline the learning outcomes of the course and the flow of the teaching process in the syllabi. These syllabi are shared with students and relevant stakeholders via the TEDU website and the LMS platform. The coefficients, points and status of the letter grades included in the grade point average calculations are given below: Letter Grade_Coefficient_Point AA _4,00_90-100 BA_3,50_85-89 BB_3,00_80-84 CB_2,50_75-79 CC_2,00_70-74 DC_1,50_60-69 DD_1,00_50-59 F(Failure)_0,00_49 and/or below. FX (Failure)_ The grade FX is given to students who have not attended classes, or have not participated in mid-term exams, final exams, term projects or similar course assessments. P (Pass)_The letter P (Pass), is given to students who have fulfilled all requirements of a non-credit course (project, seminar, internship). I (Incomplete)_The letter "I" is given to students who have not been able to complete requirements such as assignments and projects given by the faculty member in time due to certain excuses. Such requirements are

Quality Assurance	To ensure the quality of higher education programs, the Council of Higher Education (YÖK) is responsible for planning, organizing, managing, and supervising the educational, instructional, and other activities carried out in higher education institutions. Each year, "University Monitoring and Evaluation Reports" for higher education institutions, prepared within the framework of the criteria determined by YÖK, are published. Based on these reports, YÖK shares quantitative and qualitative evaluations of higher education institutions with the public. Additionally, YÖK publishes the "Foundation Higher Education Institutions Report" annually, containing academic, administrative, and financial data for foundation higher education institutions. These reports also include quantitative and qualitative evaluations, which are shared with the public by YÖK. The quality assurance of undergraduate programs in higher education is provided according to the "Procedures and Principles for Ensuring the Quality Assurance of Higher Education Diploma Programs": Creation and Approval of Academic Programs: 1.1. YÖK establishes the minimum standards and criteria required to open undergraduate departments and programs in higher education institutions. 1.2. The curriculum of undergraduate programs and the learning outcomes each program will provide to students are determined by the senates of higher education institutions in line with the basic principles set by YÖK. 1.3. The curriculum of National Core Education Programs is implemented by higher education institutions upon approval by YÖK after being accepted by the relevant Deans' Council. Assessment and Evaluation: The methods for assessing and evaluating the learning outcomes that undergraduate programs aim to provide to students are carried out according to the education, instruction, and examination regulations prepared by higher education institutions, in accordance with the fundamental principles determined by YÖK. Certification: Students enrolled in undergraduate programs are awarded a bachelor's degree upon successfully completing the course credits and other obligations determined by the higher education institutions. Self-Assessment and External Assessment: In the context of continuous monitoring, higher education institutions enter their "Internal Evaluation Reports" for the previous year into the Information System prepared by the Higher Education Quality Council (YÖKAK) at the beginning of each year. YÖKAK shares its "Institutional Feedback Report," which pertains to the external evaluation of higher education institutions, with the public. Additionally, accreditation decisions made by accreditation organizations authorized or recognized by YÖKAK indicate that the qualifications of the programs have met quality assurance standards. YÖKAK conducts regular review activities concerning the qualifications set by its regulations. YÖKAK Institutional Accreditation Program - Full Accreditation and Association for Evaluation and Accreditation
Access Requirements	Admission to the first year of undergraduate programs is based on the results of the examination conducted by the Student Selection and Placement Center (ÖSYM). The admission of foreign candidates is carried out in accordance with the Higher Education Law, the regulations and decisions of the Council of Higher Education (YÖK), and the conditions determined by the Senate, with the approval of the relevant administrative board.

Conditions for Success	To graduate from the Program, students must successfully complete all courses within the program and have a minimum cumulative grade point average (CGPA) of 2.00 out of 4.00. The minimum ECTS required for graduation is 240.
Progression Paths (Relationship Type)	Graduates of the Elementary Education Program are appointed as 'Classroom Teachers' to public and private educational institutions under the Ministry of National Education. Additionally, candidates who successfully complete their undergraduate education may pursue graduate programs in their field or related fields, provided they meet the necessary requirements.
Legal Basis	Law No. 2547 on Higher Education 1.1. Regulation on the Principles of Transition Between Associate and Bachelor's Degree Programs in Higher Education Institutions, Double Major, Minor, and Inter-Institutional Credit Transfer 1.2. Regulation on the Continuation of Bachelor's Studies for Graduates of Vocational Schools and Open Education Associate Degree Programs 2. Law No. 2547 on Higher Education (Supplementary Article 35) 2.1. Regulation on Higher Education Quality Assurance and the Higher Education Quality Board
Validity Period (If Any)	The qualification is continuously valid.The qualification is continuously valid.
Url	https://www.tedu.edu.tr/en/tyc

Architecture	
Qualification Code	**TR0030032436**
Qualification Title	Architecture
Awarding Body	TED University
Awarding Body Contact	TED University, Ziya Gökalp Street No: 47 - 48 06420, Kolej - Çankaya Ankara / Turkiye
Awarding Body Url	https://www.tedu.edu.tr/
Orientation	Academic
EQF Level	6
TQF Level	6
Thematic Areas	Architecture and City Planning
National Occupation Classification	2161.01
Category	Main
Credit Value	240
Program Duration	4
Program Profile	The undergraduate program aims to acquire professional competencies in an interactive and flexible learning environment that is open to interdisciplinary experience and knowledge exchange; to create an education program that follows current knowledge, methods, and ideas; to educate individuals who will fulfill their professional responsibilities, who exhibit sensitivity to environmental, technological, cultural, and social developments, and who respect individual and cultural differences.
Learning Environments	Classrooms, studios, and laboratories within the university are used for formal education. In addition, practical training is carried out in laboratories and workshops within higher education institutions or in industry, health institutions and workplaces as internships or workplace training.
Description	1.Interpret architectural knowledge from the perspectives of its history, theories, paradigms and conceptual frameworks, in the context of related arts within an interdisciplinary approach. 2. Integrate knowledge on planning and urban design, from the perspective of their historical background and strategies and current urban discourses. 3. Demonstrate competence in written and verbal expression of ideas and thoughts both in Turkish and English. 4. Use up to date information and communication technologies in thinking, producing and presentation processes. 5. Apply theoretical and practical knowledge to praxis. 6. Develop self-discipline for lifelong learning, time management, methodological study and research habits. 7. Identify and criticize the relationship between people and built environment by relating ethical issues, social factors, human behaviors and cultural diversities. 8. Develop skills for abstract, analytical and relational thinking in internalizing notions of design and design processes. 9. Generate designs and proposals employing basic architectural, environmental and universal design principles. 10. Develop an architectural project, individually and within a team integrating phases from formulation to completion, in a professional and collaborative context. 11. Evaluate current knowledge and praxis, using appropriate research methods, skilled questioning, critical thinking and ethical perspectives. 12. Develop personal creativity and skills to communicate creative ideas, perspectives and solutions.

Key Competencies	Possesses advanced proficiency in the following key competencies: 1. Literacy competency 2. Multilingual competency 3. Mathematical competency and competence in science, technology, and engineering 4. Digital competency 5. Personal, social, and learning-to-learn competency 6. Citizenship competency 7. Entrepreneurship competency 8. Cultural awareness and expression competency
Further Info	Student success is evaluated by taking into account homework, projects, mid-term assignments/practices, final assignments/practices and other practices that replace exams. Evaluation methods are announced in course syllabi at the beginning of each semester. Additionally, at the beginning of the semester, instructors outline the learning outcomes of the course and the flow of the teaching process in the syllabi. These syllabi are shared with students and relevant stakeholders via the TEDU website and the LMS platform. The coefficients, points and status of the letter grades included in the grade point average calculations are given below: Letter Grade_Coefficient_Point AA _4,00_90-100 BA_3,50_85-89 BB_3,00_80-84 CB_2,50_75-79 CC_2,00_70-74 DC_1,50_60-69 DD_1,00_50-59 F(Failure)_0,00_49 and/or below. FX (Failure)_ The grade FX is given to students who have not attended classes, or have not participated in mid-term exams, final exams, term projects or similar course assessments. P (Pass)_The letter P (Pass), is given to students who have fulfilled all requirements of a non-credit course (project, seminar, internship). I (Incomplete)_The letter "I" is given to students who have not been able to complete requirements such as assignments and projects given by the faculty member in time due to certain excuses. Such requirements are completed at the most in two weeks; if not, the letter "I" is converted into a letter grade of "F".

Quality Assurance	To ensure the quality of higher education programs, the Council of Higher Education (YÖK) is responsible for planning, organizing, managing, and supervising the educational, instructional, and other activities carried out in higher education institutions. Each year, "University Monitoring and Evaluation Reports" for higher education institutions, prepared within the framework of the criteria determined by YÖK, are published. Based on these reports, YÖK shares quantitative and qualitative evaluations of higher education institutions with the public. Additionally, YÖK publishes the "Foundation Higher Education Institutions Report" annually, containing academic, administrative, and financial data for foundation higher education institutions. These reports also include quantitative and qualitative evaluations, which are shared with the public by YÖK. The quality assurance of undergraduate programs in higher education is provided according to the "Procedures and Principles for Ensuring the Quality Assurance of Higher Education Diploma Programs": 1. Creation and Approval of Academic Programs: 1.1. YÖK establishes the minimum standards and criteria required to open undergraduate departments and programs in higher education institutions. 1.2. The curriculum of undergraduate programs and the learning outcomes each program will provide to students are determined by the senates of higher education institutions in line with the basic principles set by YÖK. 1.3. The curriculum of National Core Education Programs is implemented by higher education institutions upon approval by YÖK after being accepted by the relevant Deans' Council. 2. Assessment and Evaluation: The methods for assessing and evaluating the learning outcomes that undergraduate programs aim to provide to students are carried out according to the education, instruction, and examination regulations prepared by higher education institutions, in accordance with the fundamental principles determined by YÖK. 3. Certification: Students enrolled in undergraduate programs are awarded a bachelor's degree upon successfully completing the course credits and other obligations determined by the higher education institutions. 4. Self-Assessment and External Assessment: In the context of continuous monitoring, higher education institutions enter their "Internal Evaluation Reports" for the previous year into the Information System prepared by the Higher Education Quality Council (YÖKAK) at the beginning of each year. YÖKAK shares its "Institutional Feedback Report," which pertains to the external evaluation of higher education institutions, with the public. Additionally, accreditation decisions made by accreditation organizations authorized or recognized by YÖKAK indicate that the qualifications of the programs have met quality assurance standards. YÖKAK conducts regular review activities concerning the qualifications set by its regulations. YÖKAK Institutional Accreditation Program - Full Accreditation and The Association for Accreditation of Architectural Education, (MiAK).
Access Requirements	Admission to the first year of undergraduate programs is based on the results of the examination conducted by the Student Selection and Placement Center (ÖSYM). The admission of foreign candidates is carried out in accordance with the Higher Education Law, the regulations and decisions of the Council of Higher Education (YÖK), and the conditions determined by the Senate, with the approval of the relevant administrative board.

Conditions for Success	To graduate from the Program, students must successfully complete all courses within the program and have a minimum cumulative grade point average (CGPA) of 2.00 out of 4.00. The minimum ECTS required for graduation is 240.
Progression Paths (Relationship Type)	Graduates of TED University Department of Architecture can specialize in architectural theory, architectural history, restoration, information technology and computational design, design of structural elements, knowledge of material properties and their uses. They can also work in urban design, media and design, government institutions and organizations, construction firms and architectural offices. Graduates can also continue their graduate and doctoral studies and work as researchers and academicians in the discipline of architecture.
Legal Basis	Law No. 2547 on Higher Education 1.1. Regulation on the Principles of Transition Between Associate and Bachelor's Degree Programs in Higher Education Institutions, Double Major, Minor, and Inter-Institutional Credit Transfer 1.2. Regulation on the Continuation of Bachelor's Studies for Graduates of Vocational Schools and Open Education Associate Degree Programs 2. Law No. 2547 on Higher Education (Supplementary Article 35) 2.1. Regulation on Higher Education Quality Assurance and the Higher Education Quality Board
Validity Period (If Any)	The qualification is continuously valid.
Url	https://www.tedu.edu.tr/en/tyc

Bachelor's Degree in Psychology	
Qualification Code	Bachelor's Degree in Psychology
Qualification Title	TED University
Awarding Body	TED University
Awarding Body Contact	TED University, Ziya Gökalp Street No: 47 - 48 06420, Kolej - Çankaya Ankara / Turkiye
Awarding Body Url	https://www.tedu.edu.tr/
Orientation	Academic
EQF Level	6
TQF Level	6
Thematic Areas	Psychology
National Occupation Classification	2634.01
Category	Main
Credit Value	240
Program Duration	4
Program Profile	Aims of the Psychology Undergraduate Program: 1. Knowledge of the basic concepts, theories and approaches of psychology and its various subfields to produce graduates with a strong foundation. 2. To be able to look at events and problems with psychological literacy; scientific interrogation and developed critical thinking skills, interdisciplinary graduates with a perspective raising. 3. To provide a sound knowledge of scientific method and statistics and basic application skills students to career opportunities both in the academic field and in the field of practice. to prepare. 4. Adopting ethical principles and social responsibility in professional and personal life; age, individual and group-level differences such as gender, ethnic identity, disability, and graduates who value diversity and demonstrate human rights-based sensitivity to it 5. To train graduates who can apply communication skills in scientific and professional fields. 6. Raising individuals who acquired the habit of self-learning, working and producing individually and in groups
Learning Environments	Learning takes place in the form of formal teaching or, where necessary, online/hybrid teaching. Classrooms, computer laboratories and various Psychology Laboratories, where research and applications in different subfields of psychology (social, cognitive, clinical, neuroscience) are carried out, form the components of the learning environment. Students are also offered opportunities to learn by experience by taking part in various social responsibility projects. There is also a Psychology Society where undergraduate students in the program engage in various academic and social activities.

Description	1. To have comparative knowledge of the basic theories, concepts and methods of psychology and can use this information at different levels. 2. The science of psychology its place among other branches of science and its relations with other disciplines comprehend and mutually recognise contributions and limitations. 3. Demonstrate psychological literacy in interpersonal and social events and problems. 4. Analytical from psychological knowledge, question and hypothesise through critical and creative thinking can produce, analyse and evaluate. 5. To be able to use printed and electronic resources and databases to obtain information for the purpose of reaches, evaluates and uses. 6. In professional activity areas to create development and find solutions to problems takes responsibility and initiative and co-operation it does. 7. To be able to function in professional activity areas, basic level measurement, evaluation and have interview skills. 8. Research process (data collection, analyse the data with appropriate statistical techniques and reporting) will have the ability to carry out all stages. 9. Nourishes his/her interest and curiosity in personal and professional development, adopts the principle of lifelong learning. adopts. 10. Turkish and English literature in psychology can follow written and oral effective communication can transfer with his/her skills. 11. Can recognise individual (such as age, gender, ethnic identity, religion and sexual orientation) and cultural differences. respects, can approach without prejudice. 12. To be able to analyse training, measurement, evaluation and data analysis in psychology. necessary software, technical and uses tools and equipment. 13. To be able to use social, scientific and ethical methods in research and evaluation and in all professional activities. values and act in accordance with them.'
Key Competencies	Possesses advanced proficiency in the following key competencies: 1. Literacy competency 2. Multilingual competency 3. Mathematical competency and competence in science, technology, and engineering 4. Digital competency 5. Personal, social, and learning-to-learn competency 6. Citizenship competency 7. Entrepreneurship competency 8. Cultural awareness and expression competency

Further Info	Assessment and evaluation methods for each course are defined in the course syllabus and course profiles prepared by the relevant faculty members. The relevant articles of TED University Undergraduate Education and Examination Regulations are applied regarding exams and course grades. Student success is evaluated by taking into account homework, projects, mid-term assignments/practices, final assignments/practices and other practices that replace exams. Evaluation methods are announced in course syllabi at the beginning of each semester. Additionally, at the beginning of the semester, instructors outline the learning outcomes of the course and the flow of the teaching process in the syllabi. These syllabi are shared with students and relevant stakeholders via the TEDU website and the LMS platform. The coefficients, points and status of the letter grades included in the grade point average calculations are given below: Letter Grade_Coefficient_Point AA _4,00_90-100 BA_3,50_85-89 BB_3,00_80-84 CB_2,50_75-79 CC_2,00_70-74 DC_1,50_60-69 DD_1,00_50-59 F(Failure)_0,00_49 and/or below. FX (Failure)_ The grade FX is given to students who have not attended classes, or have not participated in mid-term exams, final exams, term projects or similar course assessments. P (Pass)_The letter P (Pass), is given to students who have fulfilled all requirements of a non-credit course (project, seminar, internship). I (Incomplete)_The letter "I" is given to students who have not been able to complete requirements such as assignments and projects given by the faculty member in time due to certain excuses. Such requirements are completed at the most in two weeks; if not, the letter "I" is converted into a letter grade of "F".

Quality Assurance	To ensure the quality of higher education programs, the Council of Higher Education (YÖK) is responsible for planning, organizing, managing, and supervising the educational, instructional, and other activities carried out in higher education institutions. Each year, "University Monitoring and Evaluation Reports" for higher education institutions, prepared within the framework of the criteria determined by YÖK, are published. Based on these reports, YÖK shares quantitative and qualitative evaluations of higher education institutions with the public. Additionally, YÖK publishes the "Foundation Higher Education Institutions Report" annually, containing academic, administrative, and financial data for foundation higher education institutions. These reports also include quantitative and qualitative evaluations, which are shared with the public by YÖK. The quality assurance of undergraduate programs in higher education is provided according to the "Procedures and Principles for Ensuring the Quality Assurance of Higher Education Diploma Programs": Creation and Approval of Academic Programs: 1.1. YÖK establishes the minimum standards and criteria required to open undergraduate departments and programs in higher education institutions. 1.2. The curriculum of undergraduate programs and the learning outcomes each program will provide to students are determined by the senates of higher education institutions in line with the basic principles set by YÖK. 1.3. The curriculum of National Core Education Programs is implemented by higher education institutions upon approval by YÖK after being accepted by the relevant Deans' Council. Assessment and Evaluation: The methods for assessing and evaluating the learning outcomes that undergraduate programs aim to provide to students are carried out according to the education, instruction, and examination regulations prepared by higher education institutions, in accordance with the fundamental principles determined by YÖK. Certification: Students enrolled in undergraduate programs are awarded a bachelor's degree upon successfully completing the course credits and other obligations determined by the higher education institutions. Self-Assessment and External Assessment: In the context of continuous monitoring, higher education institutions enter their "Internal Evaluation Reports" for the previous year into the Information System prepared by the Higher Education Quality Council (YÖKAK) at the beginning of each year. YÖKAK shares its "Institutional Feedback Report," which pertains to the external evaluation of higher education institutions, with the public. Additionally, accreditation decisions made by accreditation organizations authorized or recognized by YÖKAK indicate that the qualifications of the programs have met quality assurance standards. YÖKAK conducts regular review activities concerning the qualifications set by its regulations. YÖKAK Institutional Accreditation Program - Full Accreditation and Turkish Psychological Association (TPD) Accreditation.
Access Requirements	Admission to the first year of undergraduate programs is based on the results of the examination conducted by the Student Selection and Placement Center (ÖSYM). The admission of foreign candidates is carried out in accordance with the Higher Education Law, the regulations and decisions of the Council of Higher Education (YÖK), and the conditions determined by the Senate, with the approval of the relevant administrative board.
Conditions for Success	To graduate from the Program, students must successfully complete all courses within the program and have a minimum cumulative grade point average (CGPA) of 2.00 out of 4.00. The minimum ECTS required for graduation is 240.

Progression Paths (Relationship Type)	Today, psychology is among the fastest growing professions. There are many career opportunities for psychology graduates, including but not limited to academic positions (research assistant), health sector (hospitals, counseling centers, etc.), child and family services (preschool institutions, child protection centers, family health centers), counseling services (school counseling, etc.), industry sector (public relations, human resources) and media. In Turkey, the law allows psychology graduates to work as psychologists in state institutions. Although there are some jobs associated with a bachelor's degree in psychology, many other career positions require education beyond the baccalaureate level. Graduates who wish to pursue careers in specialized fields (e.g. clinical psychology, developmental psychology, cognitive psychology,
Legal Basis	Law No. 2547 on Higher Education 1.1. Regulation on the Principles of Transition Between Associate and Bachelor's Degree Programs in Higher Education Institutions, Double Major, Minor, and Inter-Institutional Credit Transfer 1.2. Regulation on the Continuation of Bachelor's Studies for Graduates of Vocational Schools and Open Education Associate Degree Programs 2. Law No. 2547 on Higher Education (Supplementary Article 35) 2.1. Regulation on Higher Education Quality Assurance and the Higher Education Quality Board
Validity Period (If Any)	The qualification is continuously valid.
Url	https://www.tedu.edu.tr/en/tyc

ENGLISH	
Qualification Code	
Qualification Title	Industrial Design Bachelor's Degree
Awarding Body	TED University
Awarding Body Contact	TED University, Ziya Gökalp Street No: 47 - 48 06420, Kolej - Çankaya Ankara / Turkiye
Awarding Body Url	https://www.tedu.edu.tr/
Orientation	Academic
EQF Level	6
TQF Level	6
Thematic Areas	Fashion, interior and industrial design
National Occupation Classification	ISCO:08 (2163.02)
Category	Main
Credit Value	240
Program Duration	4
Program Profile	Our graduates: 1. Continue their careers in various roles within companies of different scales and sectors. 2. Pursue postgraduate education and academic careers in national and international programs. 3. Adapt to social and economic changes that impact the design discipline. 4. Contribute to sustainable development with their expertise. 5. Engage in research activities, contributing to the development of the profession and the discipline.

Learning Environments	Teaching and instruction is conducted as formal education. The program is a synthesis of theoretical and practice-based courses. The latter are conducted in working spaces called 'studios'. These are courses that engage students most in terms of working hours. Project development processes take place in studios where the students and instructors are in extensive and constant interaction and communication. These places are equipped with drawing desks, digital projection screens and facilities and presentation boards that are utilized during project critics and feedback sessions. Students develop their projects by using their drawing tools, equipment, computers and tablets. The projects developed in the studios are supported by model-making equipment in the workshop. Students make 3D models and prototypes of their projects in the workshop. Besides these places for practice-oriented works, there are classrooms used for the theoretical courses. These are equipped with visual projection facilities and sound systems that are used during the lectures. The theoretical courses aim to provide direct or indirect input into the project works, which are the backbone of design education.
Description	1. Generate 2D, 3D, 4D forms and processes in accordance with basic principles of design for the betterment of life 2. Identify and analyze design problems, and use creative thinking methods for solutions. 3. Apply various methods and tools required at different steps of the design process. 4. Use theoretical and practical knowledge competently while designing systems, services, and products. 5. Use proper methods to identify the needs of potential users and use contexts, and develop solutions to mediate intended user experiences. 6. Plan a design process by complying with the various needs of different industries; effectively carry out this process individually or in collaboration with multidisciplinary teams. 7. Evaluate and contribute to the development of existing knowledge and practice through proper research, critical thinking and ethical perspective. 8. Identify the materials and production technologies within the scope of industrial design activity; and use it within design processes. 9. Prepare mediums to competently transfer ideas into visual, oral, and written forms, and effectively communicate with stakeholders throughout the design process. 10. Demonstrate a professional approach to industrial design by taking into account its historical background and ever-changing technological, economic and social contexts; and to treat design practices in this framework. 11. Appraise the importance of social responsibility, sustainability, and ethical conduct in industrial design; pay attention to the relationship between people, objects and environments, and value intellectual and industrial property rights.

Key Competencies	Possesses advanced proficiency in the following key competencies: 1. Literacy competency 2. Multilingual competency 3. Mathematical competency and competence in science, technology, and engineering 4. Digital competency 5. Personal, social, and learning-to-learn competency 6. Citizenship competency 7. Entrepreneurship competency 8. Cultural awareness and expression competency

Further Info	Student success is evaluated by taking into account homework, projects, mid-term assignments/practices, final assignments/practices and other practices that replace exams. Evaluation methods are announced in course syllabi at the beginning of each semester. Additionally, at the beginning of the semester, instructors outline the learning outcomes of the course and the flow of the teaching process in the syllabi. These syllabi are shared with students and relevant stakeholders via the TEDU website and the LMS platform. The coefficients, points and status of the letter grades included in the grade point average calculations are given below: Letter Grade_Coefficient_Point AA _4,00_90-100 BA_3,50_85-89 BB_3,00_80-84 CB_2,50_75-79 CC_2,00_70-74 DC_1,50_60-69 DD_1,00_50-59 F(Failure)_0,00_49 and/or below. FX (Failure)_ The grade FX is given to students who have not attended classes, or have not participated in mid-term exams, final exams, term projects or similar course assessments. P (Pass)_The letter P (Pass), is given to students who have fulfilled all requirements of a non-credit course (project, seminar, internship). I (Incomplete)_The letter "I" is given to students who have not been able to complete requirements such as assignments and projects given by the faculty member in time due to certain excuses. Such requirements are completed at the most in two weeks; if not, the letter "I" is converted into a letter grade of "F". The jury system is a widely employed evaluation method in industrial design project studios. In juries, students present their work to a group of instructors, answer queries and receive feedback. Jury evaluation results are announced through rubrics, which are widely used in the program. Project juries are graded based upon criteria announced in advance. External examiners are often invited especially to the final juries. Except for the graduation, it is standard practice to conduct several design projects in a semester. Longer projects are evaluated at intervals in the form of preliminary juries. The process is closely monitored by graded or ungraded submissions such as research, presentation, user testing etc.

Quality Assurance	To ensure the quality of higher education programs, the Council of Higher Education (YÖK) is responsible for planning, organizing, managing, and supervising the educational, instructional, and other activities carried out in higher education institutions. Each year, "University Monitoring and Evaluation Reports" for higher education institutions, prepared within the framework of the criteria determined by YÖK, are published. Based on these reports, YÖK shares quantitative and qualitative evaluations of higher education institutions with the public. Additionally, YÖK publishes the "Foundation Higher Education Institutions Report" annually, containing academic, administrative, and financial data for foundation higher education institutions. These reports also include quantitative and qualitative evaluations, which are shared with the public by YÖK. The quality assurance of undergraduate programs in higher education is provided according to the "Procedures and Principles for Ensuring the Quality Assurance of Higher Education Diploma Programs": Creation and Approval of Academic Programs: 1.1. YÖK establishes the minimum standards and criteria required to open undergraduate departments and programs in higher education institutions. 1.2. The curriculum of undergraduate programs and the learning outcomes each program will provide to students are determined by the senates of higher education institutions in line with the basic principles set by YÖK. 1.3. The curriculum of National Core Education Programs is implemented by higher education institutions upon approval by YÖK after being accepted by the relevant Deans' Council. Assessment and Evaluation: The methods for assessing and evaluating the learning outcomes that undergraduate programs aim to provide to students are carried out according to the education, instruction, and examination regulations prepared by higher education institutions, in accordance with the fundamental principles determined by YÖK. Certification: Students enrolled in undergraduate programs are awarded a bachelor's degree upon successfully completing the course credits and other obligations determined by the higher education institutions. Self-Assessment and External Assessment: In the context of continuous monitoring, higher education institutions enter their "Internal Evaluation Reports" for the previous year into the Information System prepared by the Higher Education Quality Council (YÖKAK) at the beginning of each year. YÖKAK shares its "Institutional Feedback Report," which pertains to the external evaluation of higher education institutions, with the public. Additionally, accreditation decisions made by accreditation organizations authorized or recognized by YÖKAK indicate that the qualifications of the programs have met quality assurance standards. YÖKAK conducts regular review activities concerning the qualifications set by its regulations. YÖKAK Institutional Accreditation Program - Full Accreditation and Industrial Design Accreditation Board
Access Requirements	Admission to the first year of undergraduate programs is based on the results of the examination conducted by the Student Selection and Placement Center (ÖSYM). The admission of foreign candidates is carried out in accordance with the Higher Education Law, the regulations and decisions of the Council of Higher Education (YÖK), and the conditions determined by the Senate, with the approval of the relevant administrative board.
Conditions for Success	To graduate from the Program, students must successfully complete all courses within the program and have a minimum cumulative grade point average (CGPA) of 2.00 out of 4.00. The minimum ECTS required for graduation is 240

Progression Paths (Relationship Type)	Graduates of the Industrial Design Undergraduate Program gain interdisciplinary skills in managing design and production processes, which allow them to work in a wide range of industries. They can provide design and consultancy services as in-house designers or freelancers in public and private organizations involved in design, manufacturing, technology development etc. They may also specialize in areas such as user experience (UX) design, user interface (UI) design, brand design, strategic design etc. Graduates who meet the necessary requirements can continue their education in postgraduate programs in their field or related areas, which can lead to an academic career in teaching and research.
Legal Basis	Law No. 2547 on Higher Education 1.1. Regulation on the Principles of Transition Between Associate and Bachelor's Degree Programs in Higher Education Institutions, Double Major, Minor, and Inter-Institutional Credit Transfer 1.2. Regulation on the Continuation of Bachelor's Studies for Graduates of Vocational Schools and Open Education Associate Degree Programs 2. Law No. 2547 on Higher Education (Supplementary Article 35) 2.1. Regulation on Higher Education Quality Assurance and the Higher Education Quality Board
Validity Period (If Any)	The qualification is continuously valid.
Url	https://www.tedu.edu.tr/en/tyc