

Turkish Psychological Counseling and Guidance Association
Unit for Evaluation and Accreditation of Psychological Counseling and Guidance Programs
(PDR-EPDAB)

**National Standards for Undergraduate Psychological Counseling and Guidance
Education**

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Unit for Evaluation and Accreditation of Psychological Counseling and Guidance Programs
PDR-EPDAB

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Turkish Psychological Counseling and Guidance Association

PRESENTATION

Psychological counseling and guidance services have a history of approximately 70 years as a field in our country. "Guidance", which entered our educational literature as a concept in the 1950s, was tried to be understood within the passing 25 years and finally started to be implemented in all secondary schools in the 1973-1974 academic year and has reached today. There is no doubt that the field of psychological counseling and guidance has witnessed very important developments during this period. A few numerical examples may be useful to show the point reached. While the number of people who knew this field did not exceed the fingers of one hand at the beginning, today there are over a hundred academicians with the title of professor in the field. Similarly, approximately 8000 psychological counselors graduate from universities every year, and approximately 28000 psychological counselors work in our schools affiliated with the Ministry of National Education. Beside these numerical developments, important qualitative changes and transformations are also experienced in the field. Today, postgraduate education in specialization areas is being discussed, professionals needed by the society in many different areas are tried to be trained, both undergraduate and postgraduate programs are revised according to the conditions of the day, and serious academic studies are carried out on the quality of both the trained professionals and the services provided.

One of the most current of these efforts is the process of accrediting Psychological Counseling and Guidance (PDR) undergraduate programs with institutional structures formed from within the field itself. Voluntary working groups formed by a group of academicians coming together at the beginning, and later the Accreditation Supreme Board established with the statute amendment made by the Turkish PDR Association and commissions established on various subjects are in a fast and intense work. The works of many commissions seem to have come to an end. It is expected that these works will be completed in a short time and an application will be made to YÖKAK to be authorized for the accreditation of Psychological Counseling and Guidance undergraduate programs.

One of the commissions established within the scope of accreditation studies is the Commission for National Standards for Undergraduate Psychological Counseling and Guidance Education. Our commission met shortly after it was established and started its work by dividing tasks within itself. Our commission, which has been meeting regularly every week since the beginning of September 2021, has examined and discussed documents such as the Psychological Counseling and Guidance Undergraduate Programs Self-Study Report Preparation Guide prepared by Özyürek and Colleagues (2020), Turkish Psychological Association (2019) Psychology Undergraduate Programs Evaluation Criteria, Association for Evaluation and Accreditation of Engineering Programs-MÜDEK (2020) Engineering Undergraduate Programs Evaluation Criteria, Association for Evaluation and Accreditation of Medical Education Programs-TEPDAD National Standards for Pre-Graduation Medical Education (2021), Association for Evaluation and Accreditation of Teacher Education Programs-EPDAD Teacher Education Accreditation Standards (2020) and CACREP (The Council for Accreditation of Counseling and Related Educational Programs) (2024) Standards Draft, and prepared the following National Standards for Undergraduate Psychological Counseling and Guidance Education.

Our commission presented the National Standards for Undergraduate Psychological Counseling and Guidance Education document it prepared to Prof. Dr. Ragıp ÖZYÜREK, the Chair of the Turkish PDR Association Founding Accreditation Supreme Board (AÜK), on

23.11.2021, in order to discuss it with a wider participation in the field and to receive feedback, and for him to carry out this process. Later, at the meeting held by the Accreditation Supreme Board on 28.12.2021, the feedback received regarding the standards was discussed and also transmitted to our commission in writing. Our commission reviewed the standards in the light of both the criticisms and suggestions expressed in the mentioned meeting and the feedback transmitted in writing, and finalized them by making some revisions. At the same time, our Commission also completed the Psychological Counseling and Guidance Undergraduate Programs Self-Study Report (ÖDR) Preparation Guide studies carried out within the framework of the finalized national standards. Both mentioned texts (National Standards for Undergraduate Psychological Counseling and Guidance Education and Psychological Counseling and Guidance Undergraduate Programs Self-Study Report (ÖDR) Preparation Guide) were presented to Prof. Dr. Ragıp ÖZYÜREK, the Chair of the Turkish PDR Association Founding Accreditation Supreme Board (AÜK), on 02.02.2022.

The relevant texts were suspended by the Turkish Psychological Counseling and Guidance Association PDR-EPDAB for a wider evaluation and receiving feedback, and the received feedback was transmitted to our commission. Our commission evaluated the received feedback and suggestions at the meeting held on 04.04.2022 and decided to present it to Prof. Dr. Ragıp ÖZYÜREK, the Chair of the Turkish PDR Association Founding Accreditation Supreme Board (AÜK), with its final form below by making some changes in both texts.

17.04.2022

Commission for National Standards for Undergraduate Psychological Counseling and Guidance Education

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PSYCHOLOGICAL COUNSELING AND GUIDANCE

NATIONAL STANDARDS FOR UNDERGRADUATE EDUCATION

1. PURPOSE AND OBJECTIVES

The main purpose of psychological counseling and guidance undergraduate program education is to train psychological counselors who can effectively provide preventive, developmental, and remedial mental health services/psychological help services that individuals and groups in different developmental periods may need to develop spiritually in a healthy way, to protect and sustain their well-being, and to overcome their academic, career, social and emotional, personal and relational difficulties with a lifelong development perspective; who adhere to professional ethical principles, rules, and laws; are sensitive to cultural differences; and follow scientific developments in their field.

The four-year psychological counseling and guidance undergraduate education provides the basic competencies of the psychological counseling and guidance field and creates an infrastructure enriched with conceptual knowledge and practical skills before specialization in areas such as school counseling, career counseling, clinical mental health counseling, clinical rehabilitation counseling, family, marriage and couple counseling, addiction counseling, and university counseling.

Psychological counseling and guidance undergraduate education programs should be designed to enable students to gain competence in nine areas: professional orientation and ethical practice, social and cultural diversity/social and cultural foundations, human development, career development, educational foundations, psychological counseling and helping relationship, group psychological counseling and group work, assessment and psychological testing, and research and program evaluation. At the same time, psychological counseling and guidance undergraduate education programs should provide learning opportunities that will develop skills such as analytical, critical thinking and evaluation, effective problem solving and decision making, and contribute to students' personal and professional development. It should offer various opportunities to support students' participation in research projects so that they can be trained actively and productively in collaboration throughout their undergraduate education.

Counselor education requires intensive training based on practices under supervision. Psychological counseling and guidance undergraduate education programs should aim for students to use theoretical knowledge and develop their skills in practices.

In the Turkish Qualifications Framework (TYYÇ) Basic Field Competencies definition, the Psychological Counseling and Guidance undergraduate program is located in the Social Services and Health basic field. The educational objectives, program outcomes, and course contents of Psychological Counseling and Guidance undergraduate programs must be compatible with the Bologna Process Compliance Criteria at the international level and the TYYÇ criteria adopted by YÖK at the national level. Psychological counseling and guidance undergraduate programs in Turkey should have defined their educational objectives within the framework of these general principles and in a quality to include the basic subjects stated above. The purposes of psychological counseling and guidance undergraduate programs must be compatible with PDR-EPDAB's program educational objectives definition. Under this

heading, standards regarding the determination and use of purposes and objectives are defined.

Educational Objectives of the Training Program

Basic Standards

TS.1.1.1. The educational objectives of the training program must be defined as general statements including career goals and professional expectations that the graduates of the program are desired to reach in the near future, in accordance with TYYÇ,

TS.1.1.2. The purposes of Psychological Counseling and Guidance undergraduate programs must be compatible with PDR-EPDAB's program educational objectives definition,

TS.1.1.3. Must be determined by involving various internal stakeholders of the program in the process,

TS.1.1.4. Must be published in an easily accessible way,

TS.1.1.5. Must be updated regularly,

TS.1.1.6. Must be made usable in teaching processes (associated with competencies, acquisitions, learning outcomes and an assessment and evaluation process used to determine and document that educational objectives are reached must be established and operated).

Development Standards

GS. 1.1.1. Psychological counseling and guidance undergraduate programs must have received the opinions of external stakeholders in the process of defining their purposes and objectives.

PROGRAM OUTCOMES ACCORDING TO COMPETENCY AREAS

Psychological counseling and guidance undergraduate programs should provide students who have reached the graduation stage with the knowledge, skill, competence, attitude, and behaviors included in the program outcomes specified below. Programs may define specific additional program outcomes, provided that they are compatible with program educational objectives and Turkey Higher Education Qualifications Framework (TYYÇ) Level 6 Competencies.

Professional Orientation and Ethical Practice

Basic Standards

TS. 2.1.1. Has a sufficient understanding regarding the basic concepts, application areas, and current status of the psychological counseling and guidance field. (TYYÇ-Knowledge)

TS.2.1.2. Applies psychological counseling and guidance services in accordance with ethical principles and rules and laws. (TYYÇ-Field Specific competence)

TS. 2.1.3. Is open to maintaining their professional development within the framework of lifelong learning. (TYYÇ-Learning competence)

TS.2.1.4. Evaluates the basic level knowledge and skills acquired in the field of psychological counseling and guidance with a critical perspective. (TYYÇ-Learning **competence**)

Social and Cultural Diversity / Social and Cultural Foundations

Basic Standards

TS.2.2.1. Recognizes the socio-cultural characteristics of individuals and societies. (TYYÇ-Field Specific competence)

TS.2.2.2. Applies culturally sensitive psychological counseling competencies by considering that the needs and expectations of cultural groups and psychological help-seeking behaviors show diversity. (TYYÇ-Field Specific competence)

Human Development

Basic Standards

TS.2.3.1. Recognizes lifelong learning development periods, developmental characteristics and problem areas specific to each period, and learning processes. (TYYÇ-Knowledge)

TS.2.3.2. Has sufficient knowledge regarding the development of normal and abnormal behaviors. (TYYÇ-Knowledge)

Career Development

Basic Standards

TS.2.4.1. Has sufficient knowledge to conceptualize the relationships between career development, career psychological counseling, career decision-making theories and models and work life, mental well-being, all life roles and factors. (TYYÇ-Knowledge)

TS.2.4.2. Applies strategies for planning, organizing, implementing, managing, and evaluating career development programs. (TYYÇ-Skill)

Educational Foundations

Basic Standards

TS.2.5.1. Comprehends the education system, the curriculum, the organizational structure of the school, and the school climate in line with the philosophical, sociological, and psychological foundations of education. (TYYÇ-Knowledge)

Psychological Counseling and Helping Relationship

Basic Standards

TS.2.6.1. Competently applies basic principles, techniques, and skills for all applications within the scope of the psychological counseling and guidance field. (TYYÇ-Skill)

TS.2.6.2. Explains, compares, and uses various psychological counseling theories, approaches, and models within the framework of current resources and information. (TYYÇ-Skill)

TS.2.6.3. Makes and implements developmental and system approach-focused psychological intervention plans by determining measurable, concrete, and behavioral goals specific to the client. (TYYÇ-Skill)

TS.2.6.4. Knows the place of technology in psychological help processes besides traditional face-to-face helping relationships and applies it effectively. (TYYÇ-Skill)

Group Psychological Counseling and Group Work

Basic Standards

TS.2.7.1. Knows group psychological counseling theories, approaches, and models within the framework of current resources and information. (TYYÇ-Knowledge)

TS.2.7.2. Prepares a structured goal-oriented group psychological counseling, group guidance, and psychoeducation program on an original subject. (TYYÇ-Skill)

TS.2.7.3. Applies group guidance and psychoeducation principles, techniques, and methods. (TYYÇ-Skill)

TS.2.7.4. Goes through group psychological counseling experience. (TYYÇ-Skill)

Assessment and Psychological Test Application

Basic Standards

TS.2.8.1. Knows the basic concepts and principles of psychological **measurement**. (TYYÇ-Knowledge)

TS.2.8.2. Makes a holistic psychological **assessment** about their clients. (TYYÇ-Skill)

TS.2.8.3. Makes the selection, application, scoring, and interpretation of psychological **measurement** tools (test or non-test) suitable for the purpose and having necessary psychometric properties when needed while providing psychological counseling and guidance services. (TYYÇ-Skill)

TS.2.8.4. Shares the results of psychological test applications with the test taker(s) and the referral source in accordance with the nature of psychological counseling and guidance and **professional ethics** principles. (TYYÇ-Communication and Social **Competence**)

TS.2.8.5. Uses technology effectively in psychological test and non-test **measurement** tool selection, application, scoring, and interpretation processes. (TYYÇ-Skill)

Research and Program Evaluation

Basic Standards

TS.2.9.1. Knows various research methods and techniques specific to the psychological counseling and guidance field. (TYYÇ-Knowledge)

TS.2.9.2. Conducts independent researches within the framework of science and research ethics and **professional ethics** in the field of psychological counseling and guidance and shares the results by reporting. (TYYÇ- Ability to Work Independently and Take Responsibility **Competence**)

TS.2.9.3. Adopts **evidence**-based psychological counseling practices and competently applies program evaluation methods and processes. (TYYÇ-Skill)

STRUCTURE AND CONTENT OF THE TRAINING PROGRAM

The psychological counseling and guidance undergraduate program should have a training program that is conceptually consistent with general educational objectives and program outcomes, and serves to realize these objectives and to provide the knowledge, skill, competence, understanding, attitude, and behaviors envisaged by the outcomes. Training programs are not static and unchangeable; they should be evaluated and revised from time to time and as needed to respond to changing conditions and needs. Standards regarding the content of the psychological counseling and guidance undergraduate program are designed as follows, consistent and integrated with the program's educational objectives and program outcomes stated above.

Basic Standards

TS.3.1. The psychological counseling and guidance undergraduate education program must have defined objectives, program outcomes compatible with these objectives, and a curriculum consisting of 240 ECTS credits showing with which content program outcomes will be gained.

TS.3.2. The purpose/purposes of the psychological counseling and guidance undergraduate education program must be compatible with the purpose/purposes determined by the Turkish Psychological Counseling and Guidance Association Unit for Evaluation and Accreditation of Psychological Counseling and Guidance Programs.

TS.3.3. The curriculum of the psychological counseling and guidance undergraduate education program must also be compatible with TYYÇ.

TS.3.4. The curriculum of the psychological counseling and guidance undergraduate education program must be arranged to include courses amounting to at least 240 ECTS credits according to the following 9 competency areas.

TS.3.4.1. Professional Orientation and Ethical Practice: There must be at least 2 compulsory courses related to this area (such as Introduction to psychological counseling and guidance, professional ethics and legal issues).

TS.3.4.2. Social and Cultural Diversity/Social and Cultural Foundations: There must be at least 4 compulsory or elective courses related to this area (philosophy, sociology, sociology of education, philosophy of education, cultural anthropology, culturally sensitive psychological counseling, psychological counseling with different groups, etc.).

TS.3.4.3. Human Development: There must be at least 4 **compulsory** courses related to this area (introduction to psychology, physiological psychology, developmental psychology, cognitive psychology, social psychology, psychology of learning, personality psychology, theories of personality, etc.).

TS.3.4.4. Career Development: There must be at least 2 **compulsory** courses related to this area (career counseling, career counseling practices, career counseling practice in schools, human resources management, industrial and organizational psychology, business and work life, etc.).

TS.3.4.5. Psychological Counseling and Helping Relationship: There must be at least 5 **compulsory** courses related to this area (behavioral disorders, life stages and adjustment problems, psychological counseling principles and techniques, helping skills, psychological counseling theories, individual psychological counseling practice, psychological counseling with children and adolescents, current psychological counseling theories, individual psychological counseling practice, etc.).

TS.3.4.6. Group Psychological Counseling and Group Work: There must be at least 2 **compulsory** or **elective** courses related to this area (group dynamics, group psychological counseling, psychoeducational groups, group psychological counseling practice, group guidance practice, etc.).

TS.3.4.7. Assessment and Psychological Test Application: There must be at least 2 **compulsory** courses related to this area (psychological tests, non-test techniques in individual recognition, **assessment and evaluation**, etc.).

TS.3.4.8. Research and Program Evaluation: There must be at least 4 **compulsory** courses related to this area (statistics, research methods, research report preparation, program development in psychological counseling and guidance, program evaluation, etc.).

TS.3.4.9. Educational Foundations: There must be at least 5 **compulsory** courses related to this area (introduction to educational science, special education, sociology of education, philosophy of education, educational administration, teaching principles and methods, classroom management, etc.).

TS.3.5. In addition to the general counselor education program consisting of the above 9 competency areas, from the specialization areas of psychological counseling and guidance;

TS.3.5.1. There must be 2 **compulsory** courses related to clinical mental health counseling (Crisis and crisis intervention, grief, trauma, behavioral disorders, etc.).

TS.3.5.2. There must be at least 1 **compulsory** or **elective** course related to marriage, couple and family counseling (psychology of close relationships, pre-marital psychological counseling, communication and relationships within the family, etc.).

TS.3.5.3. There must be 1 **compulsory** or **elective** course related to university counseling.

TS.3.5.4. There must be at least 3 **compulsory** theoretical and applied courses related to school counseling (psychological counseling and guidance in schools/introduction to psychological counseling and guidance, psychoeducation program development, implementation and evaluation, program development in school counseling, school counseling practice, etc.).

TS.3.5.5. There must be at least 1 **compulsory** or **elective** course related to clinical rehabilitation counseling.

TS.3.6. There must be at least 1 **compulsory** course (institutional experience, observation in institutions, etc.) that will allow observing and performing psychological counseling and guidance practices under supervision in various **institutions** (education, industry, health and social service/social aid, justice, army, etc.).

TS.3.7. In the **curriculum**, there must also be 4 general culture **elective**, 6 professional knowledge **elective**, and 6 field **elective** courses that students can choose according to their interests and needs.

TS.3.8. The educational-instructional processes in the implementation of the **curriculum** must guarantee providing the purposes of the program and the knowledge, skills, attitudes, and behaviors in basic competency areas.

TS.3.9. A managerial structure that will **monitor**, supervise the effective implementation of the **curriculum**, and perform program evaluation must be established.

TS.3.10. Educational-instructional processes should be student-centered, emphasizing experience-based teaching methods and techniques where students are more active and enriched with technology rather than traditional teaching methods.

TS.3.11. It must be guaranteed that courses such as individual psychological counseling practices, group psychological counseling practices/experiences, group guidance, psychoeducational group practices, and school counseling practices in the **curriculum** are conducted under supervision and in real-life environments and with real clients.

TS.3.12. Every applied course in the program must be carried out according to standards and directives determined by the Turkish Psychological Counseling and Guidance Association Unit for Evaluation and Accreditation of Psychological Counseling and Guidance Programs, enriched with the experiences of **faculty members** in the **training program**, finalized, and approved by the department/division and faculty authorized boards.

STUDENTS

Under this heading, standards regarding regulations related to students are defined to create a learning climate supporting learning and development. It is important for students to actively participate in and be supported in all processes related to the planning, implementation, and evaluation of their learning experiences.

4.1. Approach to Student Selection, Admission, and Number

Basic Standards

TS.4.1.1. Indicators in central entrance exams conducted by ÖSYM (scores, success rankings, etc.), base scores belonging to the last 5 years, and the change in the success rank of the last placed candidate must be shown clearly as an indicator that students admitted to the program have the infrastructure to acquire the outcomes aimed to be gained by the program within the foreseen period.

TS.4.1.2. Must be determining and requesting the appropriate number of students by also taking into account the goals, structure, characteristics, institutional manpower and infrastructure of the **training program**, the number of **graduates**, and employment opportunities. Accordingly, the program's annual student quota request should be between 30-50 students.

TS.4.1.3. There must be student **admission** via lateral transfer, and applications regarding this must be clearly stated in the directive.

TS.4.1.4. Objective rules regarding **preparatory class**, **double major**, and **minor** applications, if any, must be determined by a directive.

TS.4.1.5. Rules and procedures regarding exemption in the evaluation of courses taken and **credits** earned in other **institutions** and/or programs via **student exchange** practices must be clearly determined, and applications must be made according to these rules.

TS.4.1.6. There must be policies and practices supporting **student exchange** and **mobility** through domestic and international exchange programs or partnerships established with agreements made with various **institutions** and organizations.

Development Standards

GS. 4.1. There must be **documents** regarding studies done to create a national policy.

4.2. Students' Duties and Responsibilities/ Students' Development and Success

Basic Standards

TS.4.2.1. Students' achievements in all courses and other activities within the scope of the program must be measured and evaluated with transparent, fair, and consistent methods.

TS.4.2.2. There must be methods and practices supporting the student's participation in academic and social-cultural activities and social responsibility projects.

TS.4.2.3. Students must be provided with the opportunity to practice their skills regarding psychological counseling and guidance services in real environments and the opportunity for continuous and qualified **feedback** about their performances.

TS.4.2.4. Students need to have the opportunity to observe qualified psychological counseling and guidance services in the faculty, schools, and other **institutions** where practice is carried out (Guidance and Research Centers, special education **institutions**, special practice centers, women's counseling centers, etc.).

4.3. Student Representation

Basic Standards

TS.4.3.1. Must have established and be operating an institutional system that will ensure qualified and effective student representation.

TS.4.3.2. Besides the class representative practice, an institution-specific system ensuring qualified student representation in commissions and boards related to education must have been established, and participation must be encouraged with its promotion and announcement.

4.4. Psychological Counseling, Career Counseling, and University Counseling for Students

Basic Standards

4.4.1. There must be orientation etc. practices to help students starting the program adapt to the university and the new environment they joined in a shorter time.

4.4.2. Academic counseling service helping students in their academic and career planning must be offered.

4.4.3. Students must be regularly briefed about post-graduation education and career opportunities.

4.4.4. Accessible psychological counseling and guidance services must be provided.

4.4.5. Scholarship opportunities from within or outside the **institution** must be provided to students in need, announcements of part-time job opportunities must be delivered, and part-time job opportunities within the university must be introduced.

4.5. Social, cultural, artistic, and sports opportunities

Basic Standards

TS.4.5.1. Equal access opportunity to social, cultural, artistic, sports opportunities must be provided to all students together with students with disabilities.

TS.4.5.2. Participation processes, activities, and opportunities for student communities and clubs must be explained.

Development Standard

GS. 4.5.1. Must have increased students' interactions with **faculty members** through social, cultural, artistic, and sports activities.

4.6. National and international exchange and postgraduate education opportunities

Basic Standards

TS.4.6.1. Must have offered national and international exchange opportunities to its students within the framework of a specific plan and policy, and provided administrative and economic support.

4.7. Continuous and regular communication with students

Basic Standards

TS.4.7.1. Continuous and regular relationship and interaction with institutional/administrative structures and **faculty members** using current communication tools and environments during students' education must be supported, and the necessary environment for this must be provided.

TS.4.8. There must be a structure to ensure and maintain communication and interaction between **graduates** and current students.

PROGRAM EVALUATION AND IMPROVEMENT

Basic Standards

TS.5.1. The program must have a sustainable program evaluation structure/system based on data collection with scientific, systematic, and objective methods and their analysis.

TS.5.2. The program's evaluation and **continuous improvement** studies should cover the **educational objectives** and goals of the **training program**, education and **assessment and evaluation** methods and practices, physical infrastructure and facilities, and development areas of academic and administrative staff.

TS.5.3. Process and output-based approaches must be handled together in program evaluation.

TS.5.4. Data obtained through program evaluation studies and results derived from them must be used for the **improvement** and development of the program.

Development Standards

GS.1. Program evaluation must definitely be based on the opinions and evaluations of internal **stakeholders** (students, **faculty members**, etc.) and external **stakeholders** (**graduates**, **employers**, beneficiaries of these services, etc.).

ACADEMIC STAFF

6.1. Faculty (Numbers and Qualifications of Faculty Members)

Basic Standards

TS.6.1.1. While presenting information regarding the **faculty**, academic title should be taken as basis, not the cadre title.

TS.6.1.2. There must be at least four **faculty members**/lecturers with a doctoral degree in the field of Psychological Counseling and Guidance. At least half of the **faculty members** in the

program need to have been working in the program for at least three consecutive years after receiving their doctoral degree. 2/3 of the total **faculty members** in the program need to have a doctoral degree in psychological counseling and guidance/psychological services in education.

TS.6.1.3. It is essential that **faculty members** with a doctorate in Psychological Counseling and Guidance working in the program provide specialization diversity to represent at least two of the specialization areas of Psychological Counseling and Guidance: school counseling, marriage, couple and family counseling, career counseling, clinical mental health counseling, clinical rehabilitation counseling, and university counseling, in terms of their scientific publications and studies.

TS.6.1.4. In case there are full-time **faculty members** whose doctorate is not in the field of Psychological Counseling and Guidance, these **faculty members** must possess qualifications to support the mission, vision, and **training program** of the said program. The graduations, **postgraduate** educations, and work areas of these **faculty members** must be suitable for counselor education or the courses they teach.

TS.6.1.5. The ratio of the total number of students in the program to the number of full-time and part-time **faculty members** with a doctoral degree working continuously in that **institution** for at least three academic years must be at most 50/1.

TS.6.1.6. The number of part-time (**adjunct**) **faculty members**/lecturers should not exceed 2/3 of the number of permanent **faculty members**/lecturers working continuously in the department for at least three academic years and still working. (While calculating the part-time (**adjunct**) / full-time **faculty member** ratio, calculation should be made on a semester basis and the average of the last six semesters should be reported.)

TS.6.1.7. Part-time (**adjunct**) **faculty members** assigned in the Psychological Counseling and Guidance department must possess qualifications to support the mission, vision, and **training program** of the said program. The graduations, **postgraduate** educations, and work areas of these **faculty members** must be suitable for counselor education or the courses they teach. It is essential that field courses in the program are given by permanent field experts. The total course hours of part-time **faculty members** to be assigned to give field courses in case of need in any academic year of the four-year program cannot exceed the total course hours of permanent **faculty members**.

TS.6.1.8. In order to ensure that full-time **faculty** who are field experts give courses to students primarily, the total of course hours for which **faculty members** from outside the Psychological Counseling and Guidance field are responsible in the academic unit in any academic year of the 4-year program should not exceed the total of course hours for which full-time field experts are responsible.

TS.6.1.9. There must be at least two assistant permanent **faculty members** (**research assistants** and/or lecturers) in the program. These **faculty members** must have been working in the relevant department for at least one academic year.

Development Standards

GS 6.1.1. There must be at least six **faculty members**/lecturers with a doctoral degree in the field of Psychological Counseling and Guidance. These **faculty members** need to have been working in the program for at least three consecutive years after receiving their doctoral degree.

GS 6.1.2. It is essential that **faculty members** with a doctorate in Psychological Counseling and Guidance working in the program provide specialization diversity to represent at least three of the specialization areas of Psychological Counseling and Guidance: school counseling, marriage, couple and family counseling, career counseling, clinical mental health counseling, clinical rehabilitation counseling, and university counseling, in terms of their scientific publications and studies.

6.2. Research Activities of Faculty Members

Basic Standards

TS. 6.2.1. The number of research projects (e.g. Comprehensive Project, Infrastructure Project) in which **faculty members**/lecturers (with a doctoral degree) took part as executive, researcher/assistant researcher or consultant in in-house (e.g. BAP), national (e.g. TÜBİTAK) and/or international quality (e.g. EU Projects) in the last four years must be four or more in total. On the other hand, 2 research project applications made to the European Union or TÜBİTAK in the last four years in the department can be accepted as one of the 4 project conditions above.

TS. 6.2.2. The average (department average) number of international publications (articles published in journals in SSCI, SCI, AHCI indexes and/or journals in international indexes) or books/book chapters (published by international publishing houses defined by ÜAK) made by **faculty members**/lecturers (with a doctoral degree) in the last four years must be one or more. Note: Joint publications made by department members are evaluated separately.

TS. 6.2.3. The average (Department average) number of national publications or books/book chapters (articles published in national refereed journals and books, book chapters published by national publishing houses) for **faculty members**/lecturers (with a doctoral degree) in the last four years must be one or more. Note: Joint publications made by department members are evaluated separately.

TS. 6.2.4. The average (Department average) number of oral presentations/poster presentations (presented in national and international congresses, symposiums, scientific meetings and/or **working groups**) for **faculty members**/lecturers (with a doctoral degree) in the last four years must be one or more. Note: Joint publications made by department members are evaluated separately.

TS. 6.2.5. **Faculty members** are required to contribute to commissions within or outside the university and professional organizations with their administrative duties. For example; they should have activities such as duties in university boards, TÜBİTAK consultancy, editorships, journal advisory and editorial board memberships, national/international meeting/congress organizing committee memberships, duties in national and international professional organizations (e.g. Turkish PDR Association; ACA, ASCA etc.).

Development Standards

GS 6.2.1. In the last two years, the average (department average) number of scientific journal refereeships, project refereeships, project consultancies, and thesis/associate professorship jury memberships for **faculty members** is expected to be at least five.

GS 6.2.2. Department **faculty members** having received national or international patents should be evaluated as a quality indicator.

GS 6.2.3. National and international awards/incentives (e.g. International awards, TÜBİTAK awards, University special awards, etc.) received by Department **faculty members** should be evaluated as a quality indicator.

GSS 6.2.4. Interdisciplinary studies/partnerships in which Department **faculty members** are involved should be evaluated as a quality indicator.

6.3. Educational-Instructional Activities of Faculty Members

Basic Standards

TS.6.3.1. Taking into account the course-credit hour calculation rules and methods determined by YÖK, the average course load per **faculty member** / lecturer with a doctoral degree in the last three academic years (excluding thesis consultancy/specialization area courses) should not exceed 16 hours per week at **undergraduate** and **postgraduate** levels.

TS.6.3.2. A **faculty member** can give at most six different courses in a semester excluding specialization area courses.

TS.6.3.3. Office hours of **faculty members** must be arranged and announced in a way that the student can easily access.

TS.6.3.4. Course materials (books, articles, and other resources) of **faculty members** need to be determined in advance and easily accessible by the student.

TS.6.3.5. There must be comprehensive **course syllabuses** containing features such as purpose, scope, expectations, outcomes, evaluation system etc. of **faculty members'** courses (except academic counseling and thesis consultancy).

Development Standards

GS. 6.3.1. Taking into account the course-credit hour calculation rules and methods determined by YÖK, the average course load per **faculty member** / lecturer with a doctoral degree in the last three academic years (excluding thesis consultancy/specialization area courses) should not exceed 12 hours per week at **undergraduate** and **postgraduate** levels.

GS. 6.3.2. A **faculty member** can give at most five different courses in a semester excluding specialization area courses.

INFRASTRUCTURE

Basic Standards

TS.7.1. There must be amphitheaters, classrooms, seminar rooms, student laboratories used for educational activities in large and small groups, having physical structure and **information technologies** suitable for student numbers and supporting learning.

TS.7.2. Necessary infrastructure arrangements (e.g., ramp, tactile surface, elevator, braille alphabet, etc.) must have been made in line with the needs of students with disabilities.

TS.7.3. There must be individual and group psychological counseling rooms suitable for the structure of the **training program** and numbers of students, having hardware, devices, and technologies offering appropriate features (light, heat, furniture, etc.) and opportunities to give live **feedback** with audio and video recordings for candidate psychological counselors who will perform individual or group psychological counseling practices with real clients under supervision. There must be at least two individual and one group psychological counseling rooms belonging to the program having the specified features.

TS.7.4. Library opportunities offered to **faculty members** and students must be at a sufficient level to reach **educational objectives** and **program outcomes**; access to resources related to the psychological counseling field and/or electronic databases must have been provided.

TS.7.5. Basic software to be used in statistical data analyses (SPSS, AMOS, LISREL, etc.) must be open and easily accessible to **faculty members** and students.

TS.7.6. Office opportunities provided to **faculty members**, administrative staff, and **support staff** must be at a sufficient level in terms of physical conditions and technological possibilities.

TS.7.7. Necessary **safety measures** (emergency action plan, security personnel, etc.) must have been taken in teaching environments and student laboratories and office environments.

TS.7.8. There must be a detailed, user-friendly, and up-to-date official web page that the program uses for active promotion and information transfer.

TS.7.9. There must be appropriate infrastructure (e.g. seminar hall, meeting room, congress center, exhibition/concert hall, student community room, etc.) allowing students to do **extra-curricular activities**, meeting their social and cultural needs, supporting their **professional development** by creating an environment for professional activities, and reviving student-**faculty member** relationships.

TS.7.10. There must be an infrastructure where records kept in psychological counseling rooms can be stored.

Development Standards

GS. 7.1. Each of the **faculty members** must have a separate study office having sufficient physical conditions and technological possibilities.

INSTITUTIONAL SUPPORT AND BUDGET OPPORTUNITIES

Basic Standards

TS.8.1. Awareness regarding the program and the managerial support offered must be at a level to ensure the quality of the program and its sustainability.

TS.8.2. Financial resources must be created and resources must be used effectively for the maintenance, evaluation, development, and **improvement** of the program's infrastructure and facilities.

TS.8.3. The resource provided to the program must be sufficient to attract, keep, and ensure the continued **professional development** of a qualified **faculty**.

TS.8.4. Administrative and technical personnel supporting the program must be sufficient in terms of quantity and quality.

TS.8.5. Sufficient financial resources must be provided to procure, maintain, and operate the infrastructure and equipment required for the program.

TS.8.6. Opportunities helping **faculty members' professional development** (e.g., providing participation support to national and international conferences, seminars, and similar scientific activities, project support, existence of reward and incentive systems for research and other academic activities) must be offered by the university. At least one of these opportunities must be offered to the **faculty member** every year.

Development Standards

GS.8.1. The creation process of the budget provided to the program and the source of this support need to be explained.

ORGANIZATION AND DECISION-MAKING PROCESSES

Basic Standards

TS.9.1. All **decision-making processes** within and between the rectorate, faculty, department, and divisions must be arranged to support the realization of **program outcomes** and reaching **educational objectives**.

Development Standards

GS.9.1. There must be directives and/or regulations regarding basic management/operational processes (e.g. academic counseling, applied courses, units affiliated with the department, etc.).