PSYCHOLOGICAL COUNSELING AND GUIDANCE (PCG) UNDERGRADUATE EDUCATION STANDARDS

Field	Initial Standards	Process Standards	Product Standards
1. Planning, implementation and evaluation of the education	**1.1.1 Implementation of an undergraduate program which is in line with the National Qualifications Framework for Higher Education in Turkey and Field Qualifications, and the Ministry of National Education Teacher Qualifications.** **1.1.2 Existence of internal consistency between learning outcomes, content, instructional process and evaluation in the curriculum.** **1.1.3 Possession of qualified course curricula for effective PCG education.**	**1.2.1 Compatibility between curricula and practice.** **1.2.2 Opportunity for students to observe quality psychological counseling and guidance (PCG) services in faculty, schools and other institutions (Guidance and Research Centers, private teaching institutions, private practice centers, women's counseling centers, etc.).** **1.2.3 Providing students with the opportunity to apply their skills regarding PCG services in real environments and giving continuous and quality feedback on their performance.** **1.2.4 Evaluation of student work to assist their development and provide them with useful feedback.**	**1.3.1 Students achieving the required professional competence level.**

Field	Initial Standards	Process Standards	Product Standards
2. Instructors	**2.1.1 Sufficiency of instructors who implement the program in terms of quantity and quality.** **2.1.2 Providing the instructors with the opportunity to develop themselves professionally and to conduct research.**	**2.2.1 Professional development of the instructors** **2.2.2 Instructors performing all their duties and responsibilities including teaching, guiding, training staff, working in schools and other practice institutions, performing research and program leadership.**	**2.3.1 Instructors providing quality education.** **2.3.2 Carrying out quality scientific research and publications and their support for the qualitative development of the relevant program.** **2.3.3 Instructors working towards the benefit of society.**
3. Students	**3.1.1 Students having the necessary qualifications to start the program.**	**3.2.1 Students actively participating in academic, social, cultural, etc. activities that will support their professional development and providing consultancy and guidance services required for that.**	**3.3.1 Success of students who reach the graduation stage and/or graduates who started the profession.**
4. Faculty-School Cooperation	**4.1.1 The existence of administrative arrangements and documents related to the work in schools and other institutions (Guidance and Research Centers, private teaching institutions, private practice centers, women's counseling centers, etc.).** **4.1.2 Compliance with the relevant directives and legal regulations and criteria in the selection of practice institutions.**	**4.2.1 Cooperation between the Faculty and the Provincial/District Directorate of National Education and other administrators (Guidance and Research Centers, private teaching institutions, private practice centers, women's counseling centers, etc.), instructors, psychological counselors and students.** **4.2.2 Providing a suitable environment for students in practice schools and other institutions.**	**4.3.1 Students achieving the competence to provide services in their fields as a result of the activities in the practice schools and other institutions.**

Field	Initial Standards	Process Standards	Product Standards
5. Facilities, Library and Equipment	**5.1.1 Classrooms having sufficient numbers, sizes and infrastructures for the related courses.** **5.1.2 The availability of books, periodicals, subscribed e-resources, computers and other materials in the library, and the degree to which they support the curriculum.** **5.1.3. The faculty has facilities to carry out the program (places for educational purposes for PCG practices) and equipment.** **5.1.4 Instructors have offices, equipment and other support to do their work.**	**5.2.1 Effective use of faculty facilities and equipment and classrooms at full capacity.** **5.2.2 Use of the library in a suitable and effective manner by students.**	**5.3.1 Students are able to use the Psychological Counseling Unit/Center and technology resources effectively.** **5.3.2 Students are able to use library resources effectively.**
6. Administration	**6.1.1 The faculty administration's structure and understanding are suitable for effective management.** **6.1.2 The faculty has a vision and mission for PCG education.**	**6.2.1 Administration units perform their functions effectively.** **6.2.2 Faculty administration supports the development of PCG education.** **6.2.3 The faculty has relations with national/international institutions and organizations.**	**6.3.1 The administration provides the necessary resources and uses them effectively.**
7. Quality assurance	**7.1.1 There is a quality assurance (QA) policy and application methods at the faculty level.**	**7.2.1 Using quality assurance (QA) findings in the development of the faculty as a whole.**	**7.3.1 Reflecting the information and findings obtained from the tracking of graduates to the quality assurance (QA) system.**

Standard	Indicator	Evidence	Rating
1.1.1 Implementation of an undergraduate program which is in line with the National Qualifications Framework for Higher Education in Turkey and Field Qualifications, and the Ministry of National Education Teacher Qualifications.	1. The undergraduate program is in compliance with the National Qualifications Framework For Higher Education in Turkey and Field Qualifications created in line with the Bologna process. 2. The extent to which the courses in the undergraduate program serve to attain the learning outcomes of the program is determined. 3. The undergraduate program includes the courses related to the PCG competency areas. 4. The undergraduate program has a variety of courses that equip students with professional qualifications.	• Undergraduate program. • Course curricula.	A. The undergraduate program is in full compliance with the National Qualifications Framework for Higher Education in Turkey and Field Qualifications. B. The undergraduate program is mostly in compliance with the National Qualifications Framework for Higher Education in Turkey and Field Qualifications. C. The undergraduate program is partly in compliance with the National Qualifications Framework for Higher Education in Turkey and Field Qualifications. D. The undergraduate program is not in compliance with the National Qualifications Framework for Higher Education in Turkey and Field Qualifications.

Standard	Indicator	Evidence	Rating
1.1.2 Existence of internal consistency between learning outcomes, content, instructional process and evaluation in the curriculum.	**1.** The consistency between course curricula outcomes and • Undergraduate program learning outcomes, • Course content, • Teaching and learning approaches, • Proposed assessment and evaluation methods and techniques. **2.** The consistency between course curricula content and • Teaching methods and techniques, • Assessment and evaluation. **3.** Consistency between teaching methods, techniques and assessment-evaluation.	• Course curricula. • Materials to be used in the course. • Assessment and evaluation tools to be used in the course.	In the course curricula, A. There is full compatibility between the outcomes, content, teaching-learning approaches and assessment-evaluation methods and techniques in the curricula. B. There is significant compatibility between the outcomes, content, teaching-learning approaches and assessment-evaluation methods and techniques in the curricula. C. There is partial compatibility between the outcomes, content, teaching-learning approaches and assessment-evaluation methods and techniques in the curricula. D. There is no compatibility between the outcomes, content, teaching-learning approaches and assessment-evaluation methods and techniques in the curricula.

Standard	Indicator	Evidence	Rating
1.1.3 Possession of qualified course curricula for effective PCG education.	1. The learning outcomes of the lessons include the knowledge, skills, values and attitudes required to become an effective psychological counselor. 2. The use of different resources and materials is planned. 3. Assessment activities and process are appropriate and geared towards improving the quality of PCG services. 4. There are arrangements to give feedback to the students as a result of the evaluation. 5. There are evaluations for monitoring.	• Course curricula. • Materials to be used in the course. • Assessment and evaluation tools to be used in the course.	A. Course curricula are fully suitable for the implementation of effective PCG education. B. Course curricula are mostly suitable for the implementation of effective PCG education. C. Course curricula are partially suitable for the effective implementation of PCG education. D. Course curricula are not suitable for effective implementation of PCG training.

Standard	Indicator	Evidence	Rating
1.2.1 Compatibility between curricula and practice.	1. Instructors and students are aware of the learning outcomes and courses of the undergraduate program. 2. Courses serve to achieve the learning outcomes of the curriculum. 3. Courses are suitable for the content in the curriculum. 4. The methods and techniques used in the courses are consistent with the curriculum. 5. The assessment and evaluation tools used in the course are suitable for the curriculum and the content of the course.	• Course curricula. • Assessment and evaluation tools used (Completed student work, exam samples etc.). • Interviews with instructors and students. • Course observations.	**Rating** A. There is complete compatibility between the prescribed curricula and practice. B. There is significant compatibility between the prescribed curricula and practice. C. There are clear discrepancies between the prescribed curricula and practice. D. There are serious problems in the implementation of the curriculum.

Standard	Indicator	Evidence	Rating
1.2.2 Opportunity for students to observe quality psychological counseling and guidance services in faculty, schools and other institutions (Guidance and Research Centers, private teaching institutions, private practice centers, women's counseling centers, etc.).	1. Faculty instructors and psychological counselors working in schools/institutions make the necessary arrangements regarding the activities to be observed in these institutions. 2. Faculty instructors and psychological counselors working in schools/institutions are role models for providing qualified PCG services. 3. Faculty instructors and psychological counselors working in schools/institutions use appropriate methods, techniques and skills effectively in providing quality PCG services. 4. Faculty instructors and psychological counselors working in schools/institutions use appropriate assessment and evaluation techniques and tools to determine the effectiveness of PCG services.	• Interview with students. • Interview with faculty instructors and psychological counselors working in schools/institutions. • Student application files. • Tracking classes and PCG services in schools and other institutions where practice is carried out. • Materials used in activities. • PCG services observation forms. • Materials used by the instructor and students.	Practice Institution and Opportunities: A. Students/individuals in schools and other practice institutions benefit from PCG services effectively. The PCG services offered vary according to the needs of individuals/students. B. Students/individuals in schools and other practice institutions benefit from use PCG services. The PCG services offered vary sufficiently. C. Students/individuals in schools and other practice institutions do not benefit from PCG services. The PCG services offered are not diverse enough. D. Students/individuals in schools and other practice institutions do not benefit from PCG services at all. The PCG services offered do not meet the needs of the target audience.

Standard	Indicator	Evidence	Rating
1.2.3 Providing students with the opportunity to practice their skills regarding PCG services in real environments and to receive continuous and quality feedback on their performance.	1. Students are provided with opportunities that enable them to work in schools and other practice institutions. 2. The faculty offers students various opportunities to practice their skills in PCG services. 3. Students are given timely and useful feedback about the services they provide and their performances. 4. Students are provided with support for development along with feedback. 5. Different methods are used to improve student performance. 6. Student participation is allowed in practices in faculties, schools and other institutions.	• Student activities in schools and other institutions are tracked. • The work schedule of students in schools and other institutions. • Interviews with students. • Student applied course files. • Documents and correspondence related to the faculty's initiatives about the practice. • Submission of the relevant materials for practice.	A. Students adapt well to the practice environment and conditions and improve in line with the information they learn. Students are given regular feedback by the psychological counselors and instructors working in schools/institutions and the feedback they provide is useful. Students can use this feedback. B. Students experience some difficulties in their practice environment. The feedback is not effective and detailed or it is given late. They still have enough opportunities. C. Students are slow to adapt to the practice environment and respond to feedback. There are difficulties in developing PCG skills. D. Students are not successful in establishing relationships in the practice environment. They fail to implement their preparations or to deal with students and individuals in the practice environment. They are unable to act according to the feedback.

Standard	Indicator	Evidence	Rating
1.2.4 Evaluation of student work to assist their development and provide them with useful feedback.	1. Students improve their performance based on the feedback they receive. 2. Feedback is sufficiently detailed and relevant to the objectives of the course. 3. Timely feedback. 4. Feedback includes suggestions for progress and directs students to resources to help them. 5. Checking if the feedback is understood.	• Evaluated student work (assignments, projects and exams). • Teaching forms, evaluation forms used by psychological counselors in schools and other institutions. • Interviews with instructors and students. • Homework.	Feedback given to students is: A. Detailed, compatible with the outcomes of the course, given on time and aims to improve student performance. B. It is timely and acceptable in terms of detail. Students receive sufficient information to improve. C. Not very detailed or given late. Students are not getting enough help to improve. D. Not given at all or too late to be effective. Students cannot improve their performance.

Standard	Indicator	Evidence	Rating
1.3.1 Students achieving the required professional competence level.	At the end of the study, students: 1. Gain personal and professional values. 2. Gain a basic understanding of human development and behavior. 3. Gain knowledge and skills about psychological counseling theories, strategies and interventions. 4. Gain knowledge and skills related to knowing and evaluating the individual. 5. Gain knowledge and skills related to lifelong career development. 6. Gain basic knowledge and skills related to scientific research principles and methods.	• Student assessment plan showing when and how students will be evaluated in terms of basic knowledge. • Examples from student work. • Class observation. • Interviews with students. • Interviews with instructors. • Graduate tracking studies. • Transcript of the elective courses taken by students (list).	**A.** Students achieved the level of knowledge envisaged for new graduates. **B.** Students have slight deficiencies in terms of the knowledge envisaged for new graduates. **C.** Students have significant deficiencies in terms of the knowledge envisaged for new graduates. **D.** Students are insufficient in terms of the knowledge envisaged for new graduates.

Standard	Indicator	Evidence	Rating
2.1.1 Sufficiency of instructors who implement the program in terms of quantity and quality.	1. There is a sufficient number of instructors who will implement the program and their distribution is appropriate for the content of the program. 2. Instructors are experienced in the field of PCG or have experience in schools and other practice institutions. 3. The professional experience and branches of the instructors are suitable for the courses they teach. 4. The weekly theoretical course load of instructors does not prevent scientific studies, such as research and publication, or academic consultancy and guidance services.	• Ratio of students and instructors in the program. • A list showing the academic titles, staff or contracts in each program and how long they have been working in the program. • CVs of all permanent and contractual instructors showing their academic and professional qualifications, including academic titles, the schools and other institutions where they worked. • Faculty education activity report for the last two years. • Forms showing the course load of the instructors for the last two years. • Interviews with instructors and the dean. • Research and publications of instructors in their areas of expertise and in the fields they teach.	The number of instructors and the qualifications regarding their duties: A. It is ideal for training qualified psychological counselors. There are enough instructors for the program and their areas of expertise comply with the requirements of the program. All of them have the necessary qualifications in terms of the courses they teach. They have publications and have done research in the appropriate fields. B. It is suitable for training qualified psychological counselors. There are enough instructors for the program. Most of them have the necessary qualifications in terms of the courses they teach. Most of them have worked in the appropriate fields. The relevant instructors have practical experience in schools and other institutions. C. It is at an acceptable level to train qualified psychological counselors. Considering the size of the program, the number of instructors is limited. Most of the relevant instructors do not have practical experience. Most of them do not have enough publications. D. It is insufficient for training qualified psychological counselors. There are little or no ties between instructors and practice schools and other institutions.

Standard	Indicator	Evidence	Rating
2.1.2 Providing the instructors with the opportunity to develop themselves professionally and to conduct research.	1. Additional duties (administrative and other activities) given to instructors do not prevent them from allocating the necessary time for professional development. 2. The professional development and research of instructors is supported. 3. Instructors participate in professional development programs. Instructors take on the appropriate responsibilities after the program. 4. New instructors are informed about the opportunities for professional development available to them.	• Materials supporting the opportunities provided for the professional development of instructors. • Documents related to the policies that support the professional development and research of instructors. • Lists showing the academic staff who have received support in the last three years as well as the structure and content of the support (number of supported studies and projects). • Interviews with instructors and the dean. • Interviews with department heads.	A. Instructors are provided with all the opportunities to develop themselves professionally and do research in their professional field. B. Instructors are largely provided with the opportunities to develop themselves professionally and do research in their professional field. C. Instructors are partially provided with the opportunities to develop themselves professionally and do research in their professional field. D. Instructors are not provided with the opportunities to develop themselves professionally and do research in their professional field.

Standard	Indicator	Evidence	Rating
2.2.1 Professional development of the instructors.	1. Instructors follow the developments in the fields of education/expertise. 2. Instructors effectively participate in activities to develop the relevant undergraduate program. 3. Instructors revise the curriculum when needed. 4. The professional development of instructors reflects on the education process (e.g. increasing the use of technology in the classroom, strengthening relations with practice schools and other institutions). 5. Instructors have enough time for their professional development along with the additional duties assigned to them (administrative and other activities). 6. Instructors participate in professional development programs and use it in practice. 7. Instructors use the necessary educational technologies and library effectively.	• List of vocational training programs that the instructors attend or documents related to other professional development activities. • Interviews with instructors to identify improvements in new responsibilities and skills. • Interview with the dean. • Observation of classes. • Materials and documents supporting opportunities provided for the professional development of instructors. • Lists showing the academic staff who have received support in the last three years as well as the structure and content of the support (number of studies, projects, scientific meetings, publications, papers, workshops, etc.). • Interviews with instructors, head of department and dean. • Student evaluations of instructors on using different strategies, methods, techniques and technologies. • Number of instructors benefiting from academic incentives.	Instructors: A. They usually follow current events and have knowledge of new topics in their field and education. They also follow new developments in the faculty. They reflect all these developments to their practices. B. They often try to keep up with current events and are interested in professional development. However, they do not engage in practice-based activities. C. They are open to professional development. However, they are not very aware of the activities of the faculty and the developments are not sufficiently reflected in class. D. They are unable to keep up with current events and are not interested in the latest developments.

Standard	Indicator	Evidence	Rating
2.2.2 Instructors performing all their duties and responsibilities including teaching, guiding, training staff, working in schools and other practice institutions, performing research and program leadership.	1. Instructors take part in social, cultural and artistic activities carried out by the program as organizers, implementers and participants. 2. The tasks assigned to instructors vary to make use of their expertise and skills. 3. Instructors contribute to the training of new instructors, work as practice instructors in practice schools and other institutions, guide students in academic and other fields.	• CVs of instructors. • Lists showing the activities and duties of instructors. • Publications of instructors in the last three years. • List of instructors who participated in various working groups and commissions. • Interviews with instructors, students, head of department and dean. • Evidence showing that instructors carry out social, cultural, artistic activities that contribute to the development of professional attitudes and skills of students (posters, invitations, activity reports etc.).	Instructors: A. Fully participate in research and education processes and school practices. B. Mostly participate in research and education processes and school practices. C. Partially participate in research and education processes and school practices. D. Insufficiently participate in research and education processes and school practices.

Standard	Indicator	Evidence	Rating

2.3.1 Instructors providing quality education.	1. Instructors are effective and successful teachers;
	  • It is stated by students, other instructors and faculty administration that they are effective and successful instructors.
	  • The students' level of learning/reaching qualifications is high.
	2. The education-training provided in the program is compatible with program competencies.
	3. Various teaching-learning methods are used, and as a result, students improve in terms of all the competencies they must acquire.
	4. Instructors organize or participate in activities that support their learning objectives outside the classroom, laboratory and private spaces.
		• Observation of classes.
		• Interviews with instructors, students and faculty administration.
		• Lesson plans, study programs and teaching materials in the information packages.
		• List of instructors' activities outside the classroom.
		• Students' success levels.
		• Student satisfaction surveys.
		• Diversity indicators in teaching methods and techniques used in classes and assessment and evaluation areas.
			Teaching/learning methods are:
			A. Diverse, innovative and oriented towards achieving goals. Students' work in the classroom and in other practice spaces is supported by activities outside the curriculum. Students actively participate in the teaching-learning process.
			B. Relatively diverse and students are very effective in terms of their own learning. Some program objectives are not included in the teaching-learning process.
			C. Traditional, there is little innovation but it is consistent. Students participate in the teaching-learning process at an acceptable level.
			D. Show little or no variety. Students are not active.

Standard	Indicator	Evidence	Rating
2.3.2 Carrying out quality scientific research and publications and their support for the qualitative development of the relevant program.	1. Instructors have carried out scientific research and studies. 2. Instructors published their research in periodical educational/PCG publications (refereed and non-refereed) and/or books. 3. Research conducted and/or published has brought innovation to the field of education/PCG, and is suitable for the educational/PCG objectives of the relevant program.	• List of research projects, seminars, exhibitions, conferences and similar activities carried out by instructors in the last three years. • List of research published in the last three years (in refereed and non-refereed publications). • CVs of instructors. • Interviews with instructors.	Research published by instructors is: A. Adequate in terms of quality and quantity and suitable for educational/PCG-related purposes. B. There are deficiencies in quality and quantity or are not suitable for educational/PCG-related purposes. C. There are deficiencies in both quality and quantity. D. There is no or very limited research.

Standard	Indicator	Evidence	Rating
2.3.3 Instructors working towards the benefit of society.	Instructors, 1. Taking part in activities for the education of national and regional experts, educators/psychological counselors and parents. 2. Taking part in activities that support the social, cultural and economic development of society. 3. Contributing to the development of universities.	• Number of social activities conducted. • CVs of instructors. • Interviews with stakeholders. • Documents related to social activities.	**A.** Instructors work well for the benefit of the society. **B.** Instructors work for the benefit of the society. **C.** Instructors partially work for the benefit of society. **D.** Instructors do not work for the benefit of the society.

Standard	Indicator	Evidence	Rating
3.1.1 Students having the necessary qualifications to start the program.	1. Students possess academic competencies to enable them to be successful in the program. 2. Students possess sufficient motivation for the psychological counseling profession.	Number of students enrolled and their entrance scores for each program in the last three years • The place among the same programs across the country (minimum and maximum scores). • Interviews with students. • Duration and rate of students completing the program. • Student success levels.	When entering the program: A. All students are qualified in terms of exam scores. They have high motivation for the psychological counseling profession. B. Most students are qualified. They have sufficient academic knowledge and motivation. C. More than half of the students have the above mentioned qualifications. D. Most students have minimum qualifications for admission.

Standard	Indicator	Evidence	Rating
3.2.1 Students actively participating in academic, social, cultural, etc. activities that support their professional development and providing consultancy and guidance services required for that.	1. The majority of students proceed to complete the program. 2. Students benefit from academic consultancy and guidance services. 3. Students are satisfied with the support, academic consultancy and guidance services provided to them. 4. Social assistance (food, money, etc.) is given to financially challenged students. 5. Students benefit from social, sport-related and cultural services in addition to their professional development.	• Documents showing student attendance. • Interviews with students. • Explanations and data about guidance services provided to students. • List of professional, social, sport-related and cultural activities performed by students in the previous year. • Manuals, regulations and guidelines given to students. • Documents about the assistance provided to financially challenged students.	Policies regarding the professional and academic development of students: A. They are effectively implemented at the faculty level. Dropout and course repeat rates are low and attendance rates are high. Students express their satisfaction regarding the support provided to them. B. There are policies but they are not implemented properly. Student satisfaction is at an acceptable level. Dropout and course repeat rates are at an acceptable level and attendance rates are high. C. They are sufficient but the documentation is weak. Dropout and course repeat rates are high and attendance rates are at an acceptable level. D. Dropout rates are high and attendance rates are unsatisfactory. Students express their dissatisfaction with the layout of the program.

Standard	Indicator	Evidence	Rating
3.3.1 Success of students who reach the graduation stage and/or graduates who started the profession.	1. Most students who successfully complete the program can be employed after graduation. 2. Graduates' success in national standard exams. 3. Graduates' attendance in postgraduate education. 4. Success of graduates in working life.	• Interviews and documents showing the fields in which new graduates are employed and their preferences. (school PCG services, other jobs, postgraduate studies, etc.). • Documents about the support given to graduates planning to start the profession (Ex: collaborations). • Interviews with students in the last year of their study. • Studies to monitor the graduates for at least three years after starting the profession. • Success results of graduates on national exams. • Documents showing the success of graduates in business life.	A. All graduates and senior students consider working in the PCG field and they have the possibility to find a job. All graduates have been successful in the first year of their career. B. Most senior students consider working in the PCG field. Most graduates have been successful in the first year of their career. C. Approximately half of senior students want to start the profession. Approximately half of the graduates have been successful in the first year of their career. D. Very few graduates want to work in the field of PCG. Very few graduates have been successful in the first year of their career.

Standard	Indicator	Evidence	Rating
4.1.1 The existence of administrative arrangements and documents related to the work in schools and other institutions (Guidance and Research Centers, private teaching institutions, private practice centers, women's counseling centers, etc.).	1. Instructors conducting the applied courses offered by the faculty are aware of and work in cooperation with the principles and methods related to the activities within the framework of the cooperation between the administrators and psychological consultants of the schools and other practice institutions. 2. Faculty and Provincial/District National Education Directorate Practice Coordinators have made administrative arrangements. 3. There are managerial arrangements for informing the psychological counselors of schools and other practice institutions. 4. There are administrative arrangements for students and they know how these will affect them. 5. The duties to be carried out in schools and other practice institutions are distributed to the relevant people in the faculty and the schools and other practice institutions. 6. An activity plan that includes the scope of the practices has been developed for each practice school and institution. 7. The duties and responsibilities of the stakeholders involved in the faculty-school and institution cooperation process are defined.	• Cooperation correspondence with faculty, schools and other institutions. • Interviews with practice coordinators. • Interviews with practice instructors. • Interviews with students. • Visits to schools and other practice institutions, interviews with the psychological counselor. • Lists showing the distribution of students by schools and other practice institutions. • Term plans of applied courses. • Documentation on seminars and other events for psychological counselors working in schools and other practice institutions.	**A.** Documents are properly prepared and available in both faculty and practice schools and other institutions. Faculty instructors, school/institution psychological counselors and students know the principles and methods related to them. Faculty-school-institution connections are sufficient. **B.** Although the documents are well prepared, problems have been observed in transferring them to the relevant individuals. Some of the stakeholders in the practice process are not sufficiently informed about the subject. **C.** Documents are available and used, but do not meet the criteria. Stakeholders in the practice process are not sufficiently enlightened about the practices. **D.** Most documents and regulations are incomplete and/or do not meet the relevant criteria. The practices are very weak.

Standard	Indicator	Evidence	Rating
4.1.2 Compliance with the relevant directives and legal regulations and criteria in the selection of practice institutions.	1. Practice schools are selected according to the criteria specified in the Faculty-School Cooperation Guide (to the extent possible). 2. The institutional psychological counselor/student ratio is taken into consideration when placing students in schools and other practice institutions. 3. Students are distributed and assigned according to the capacity of schools and other practice institutions. 4. The duration of the applied courses offered by the faculty align with the theoretical course hours specified in the undergraduate program, and the duration of activities carried out in schools and practice institutions aligns with those of applied course hours.	• Documents showing the policies and criteria for the selection of schools and other institutions with whom the faculty will cooperate. • Lists showing the type of schools and other practice institutions and the number of psychological counselors. • Visits to schools and other institutions. • Interviews with instructors coordinating the applied courses. • Meetings in which the faculty, schools and other practice institutions share their views on the implementation process. • Number of students in lists related to practices. • Course attendance chart of faculty instructor.	Schools and other practice institutions: **A.** They have been carefully selected to provide students with the best conditions during practice. **B.** They are sufficient, but there are some shortcomings. **C.** Their types and psychological counselor/student ratio are not properly addressed. The number of schools and institutions should be increased. **D.** The relevant criteria are not complied with in the selection. Schools and other practice institutions are insufficient in terms of both number and type to meet the needs of students.

Standard	Indicator	Evidence	Rating
4.2.1 Cooperation between the Faculty and the Provincial/District Directorate of National Education and other administrators (Guidance and Research Centers, private teaching institutions, private practice centers, women's counseling centers, etc.), instructors, psychological counselors and students.	1. Cooperation between the faculty and schools and other institutions develops effectively with the participation of both parties. 2. Faculty instructors, psychological counselors in schools and other institutions know their duties and fulfill their responsibilities. 3. Students are enabled to improve in practice schools and other institutions with the support of all interested parties. 4. There are short and long term programs for the training of the psychological counselors of schools and other practice institutions.	• Interviews with instructors, psychological counselors of schools and other practice institutions and students. • Correspondence between the faculty, provincial/district directorate of national education, schools and other institutions (e.g. Guidance and Research Center). • Assignment documents related to faculty-school/institution cooperation. • Minutes of activities on faculty-school/institution cooperation.	**A.** There is a full cooperation between faculty instructors and administrators, psychological counselors and students of schools and other institutions. **B.** There is a great deal of cooperation between faculty instructors and administrators, psychological counselors and students of schools and other institutions. **C.** There is partial cooperation between faculty instructors and administrators, psychological counselors and students of schools and other institutions. **D.** There is no collaboration between faculty instructors and administrators, psychological counselors and students of schools and other institutions.

Standard	Indicator	Evidence	Rating
4.2.2 Providing a suitable environment for students in practice schools and other institutions.	1. Psychological counselors of schools and other practice institutions are sufficient in terms of quantity and quality, and are supportive and helpful. 2. Sufficient conditions, environment and time are provided for students' practices. 3. Students have the opportunity to work with an appropriate student/client group. 4. Students, faculty instructors and counselors of schools/other practice institutions prepare the necessary practice environment together.	• Examples from student practice files. • Files of faculty, department and program coordinators. • Records and documents of regulations such as seminars and postgraduate education related to school/practice institution psychological counselor education. • Interviews with students. • Interviews with the psychological counselors and instructors of the schools/other practice institutions. • Documents showing the ratio of psychological counselors-students in schools/other practice institutions.	**A.** The ideal environment and conditions are provided to the students in schools and other practice institutions. **B.** The appropriate environment and conditions are provided to the students in schools and other practice institutions. **C.** The appropriate environment and conditions are partially provided to the students in schools and other practice institutions. **D.** The appropriate environment and conditions are not provided to the students in schools and other practice institutions.

Standard	Indicator	Evidence	Rating
4.3.1 Students achieving the required competence to provide services in the PCG field as a result of the activities in the practice schools and other institutions.	1. Students have attained the achievements of the related applied courses.	• Student process files. • Interviews with students. • Interviews with practice instructors. • Interviews with the psychological counselors of schools and other practice institutions. • Scores and explanations given by the instructor and/or psychological counselors of the schools/other institutions on the relevant evaluation forms.	**A.** Students are fully prepared for the services they will offer and age groups in schools and other practice institutions. They practiced in their fields in schools and other practice institutions. **B.** Students are prepared for the services they will offer and age groups in schools and other practice institutions. **C.** The experience and practice of students is not sufficient. **D.** Students cannot perform practice correctly and sufficiently.

Standard	Indicator	Evidence	Rating
5.1.1 Classrooms having sufficient numbers, sizes and infrastructures for the related courses.	1. The number of available classrooms is sufficient to carry out the courses envisaged in the program. 2. The number of students per classroom is ideal. 3. Environmental factors (heat, light, ventilation, noise level, etc.) that affect the learning-teaching environment are appropriate. 4. The layout of the equipment in the classrooms has the physical properties necessary for the application of different teaching methods. 5. The technological infrastructure is sufficient for the application of appropriate teaching methods in classrooms.	• Number of classrooms. • Size of the classrooms. • Number of students per classroom. • Weekly usage of classrooms. • Weekly course schedule in the current program. • Visits to classrooms. • Features of classrooms such as technology, size, flexibility, lighting, heat, ventilation, acoustics. • Interviews with administrators, instructors and students.	Classrooms: A. Classrooms conform to standards in terms of number, size and infrastructure. B. They have a sufficient capacity in terms of number and size although there are some deficiencies in terms of infrastructure. C. They are overcrowded and weak in infrastructure. The number of students is not suitable for the infrastructure. D. Classrooms are far from meeting the need in terms of number, size and infrastructure.

Standard	Indicator	Evidence	Rating
5.1.2 The availability of books, periodicals, subscribed e-resources, computers and other materials in the library, and the degree to which they support the curriculum.	1. The number of books, periodicals and databases in the library is sufficient to support the program. 2. The library has: • A general reference collection, • Educational materials, • Materials related to branch teaching. 3. In terms of books and periodicals: • The scope and order of the collection, • The presence of both classical and new sources, • The presence of materials in the medium of instruction, • The presence of materials on current issues in Turkish education. 4. The library access system (computers, etc.) operates effectively. 5. The library opening hours meet the student needs. 6. Diversity in online resources and students' access to these resources. 7. Students are provided with adequate guidance on the effective use of the library. 8. The library has a book and periodical publication order system that is able to meet the demands of instructors regularly. 9. Photocopy facilities and internet access are sufficient. 10. Students can easily access the library.	• Library visit. • The size of the collection and its relevance to the program. • List of educational books, periodicals and other materials in the library. • Number of books and periodicals acquired in the last three years. • List of books and periodicals requested and acquired by the faculty of education in the last three years. • Library management report on the library's collection status. • Table showing the opening hours of the library. • Documents demonstrating how students are trained in the use of library resources (Guidelines, brochures, etc.). • Interviews with instructors. • Interviews with students. • Interviews with library administrators. • The extent to which students use the library.	A. Books, periodicals and other library material are supportive of the relevant program and have been updated. Their numbers are sufficient and their language is appropriate. B. The available resources are supportive of teaching, but are not sufficient in number. C. The available resources partially support teaching and but are not sufficient in number. D. The library collection is very weak and does not support teaching.

Standard	Indicator	Evidence	Rating
5.1.3. The faculty has facilities to carry out the program (places for educational purposes for PCG practices) and equipment.	1. The facilities have the necessary physical (psychological counseling unit, etc.) and technical infrastructure to effectively implement the relevant curriculum. 2. The equipment (sound and video recorders, mirrored room, etc.) in the facilities support the relevant curriculum and are up to date. 3. Necessary precautions are taken against possible dangers and accidents. 4. Principles regarding the operation of the facilities and the use of existing equipment have been determined. 5. A suitable warehouse is provided for the equipment. 6. Work in the facilities is carried out by experienced staff.	1. Description of the facilities (computer laboratories, science laboratories, painting workshops, psychological counseling units, music rooms) for each program. 2. Description of special educational equipment, including computer software, for each program. 3. Visits to facilities. 4. List of faculty and technical staff responsible for facilities and equipment. 5. Safety-related guidelines in facilities. 6. Interviews with instructors. 7. Interviews with students.	Facilities: A. Facilities are sufficient in terms of number, infrastructure, equipment, teaching staff and technical staff to implement the related programs. They are used effectively and improve students' teaching-learning skills. B. Facilities are sufficient in terms of number, infrastructure, teaching staff and technical staff, but are lacking in terms of equipment. C. Facilities have deficiencies in terms of number, infrastructure and equipment for the implementation of the related program. D. Facilities are insufficient to carry out the relevant programs.

Standard	Indicator	Evidence	Rating
5.1.4 Instructors have offices, equipment and other support to do their work.	1. Instructors have a sufficient number of offices and the necessary equipment (library, computers, telephones) to perform their duties effectively. 2. The equipment such as libraries, fax machines, photocopy machines, videos, cassettes are available to instructors. 3. Technical support staff is available. 4. The resources allocated to the faculty (computers, software, teaching materials, etc.) are suitable for teaching subjects and are sufficient in terms of scope and condition.	• List of instructors and office numbers. • Visits to instructor offices. • Number of computers and other equipment allocated to the offices of instructors. • Computer capacity and types of software installed. • List of technical support staff. • Interviews with instructors.	A. Instructors have offices, computers and related software and telephones with the appropriate features to carry out their work. B. The offices allocated to all instructors are sufficient in terms of quantity. However, there are deficiencies in terms of the library, phones and related software. C. Although offices, libraries, telephones, computers and installed software are sufficient for some instructors (associate professors and professors), they are insufficient for assistant professors and those below them. D. The offices, libraries and software allocated to instructors are not sufficient.

Standard	Indicator	Evidence	Rating
5.2.1 Effective use of faculty facilities and equipment and classrooms at full capacity.	1. The use of educational spaces and classrooms is well organized. 2. Students are trained in proper spaces. 3. Students can use educational facilities and equipment for their own educational purposes. 4. Students especially use computers in teaching and preparing materials for teaching purposes. 5. Students can benefit from faculty and university facilities to carry out their social and cultural activities. 6. Tools (requests, suggestion boxes, means to express an opinion electronically, etc.) are provided to students to determine whether faculty spaces and facilities are used effectively.	• Timetables indicating how many hours the educational spaces are used in each program. • Timetable showing how many hours the computer labs are open to students. • Interviews with students. • Touring the facilities. • Tools provided for students to express their views (questionnaires, request-suggestion boxes, etc.). • Documents showing how to use the facilities and spaces for educational purposes in the course.	A. Faculty facilities, equipment and classrooms are used at full capacity. B. The level of classroom use is high. There are idle capacities for other facilities and equipment. C. Capacity utilization rates of facilities, equipment and classrooms are low. D. Capacity utilization rates of faculty facilities, equipment and classrooms are very low.

Standard	Indicator	Evidence	Rating
5.2.2 Use of the library in a suitable and effective manner by students.	1. Students know how to access library resources suitable for their lessons and studies. 2. Students use reference books, periodicals and other library materials. 3. Students can get all kinds of help in the library.	• Documents on the capacity to use the library. • Interview with the library administrator. • Interviews with students. • Documents about the library use of students. • Library visit.	A. The library is used purposefully and effectively. B. There are some shortcomings in the use of the library. C. Library facilities meet the need but are used by a small number of students. D. The library is inadequate and not used for its purpose.

Standard	Indicator	Evidence	Rating
5.3.1 Students are able to use the Psychological Counseling Unit/Center and technology resources effectively.	1. Students can use the devices in the Psychological Counseling Unit/Center for their own studies. 2. Students can explain the principles of the Psychological Counseling Application Unit. 3. Students can use standard office/classroom computers. 4. Students are proficient in the use of word processing, spreadsheet and database programs. 5. Students can use the appropriate technology, tools and equipment effectively to provide PCG services.	• The Psychological Counseling Unit/Center is used effectively by students. • Students' views about the courses conducted using the Psychological Counseling Unit/Center. • Computer technology: Student assignments showing appropriate software usage. • Activities prepared by students for PCG practices.	In faculty activities and practice: A. Students use the equipment appropriately, correctly and safely. B. Students teachers generally use the equipment, but they do not take advantage of certain opportunities in this area. C. Students sometimes use equipment, but they are lacking in this area. D. Students do not use the equipment, or they use them incorrectly.

Standard	Indicator	Evidence	Rating
5.3.2 Students are able to use library resources effectively.	1. Students use library materials appropriately while completing various assignments. 2. Students correctly refer to library materials in their papers. 3. Students have sufficient knowledge about resource selection in the library and on the internet, and about the reliability of the resources.	• Written work and research reports of students. • Content and references of the projects, homework assignments and plans prepared by students. • Interviews with instructors. • Interviews with librarians. • Interviews with students.	A. Students use library resources appropriately and effectively in both their faculty and institutions where they practice. B. Although the use of library resources is generally satisfactory, there are some errors in citation, writing and order of bibliography. C. The resources used by students are not satisfactory in terms of quantity and quality. Citation, writing and order of bibliography are not appropriate. D. The resources used by the students are not appropriate. There are significant mistakes in writing and order of bibliography.

Standard	Indicator	Evidence	Rating
6.1.1 The faculty administration's structure and understanding are suitable for effective management.	1. There are working groups or commissions in the faculty, especially regarding the latest developments in PCG education. 2. Students and instructors have a suitable environment to participate in decision making. 3. There is an effective communication network at the faculty level.	• The list of documents related to the transactions made in the establishment of the Faculty Board and Administration Boards within the organizational structure of the Faculty, and their distribution according to departments. • Member lists, duties, decisions and other products of working groups and commissions. • Interviews with students and instructor representatives. • Interview with the administration management.	A. Working groups have been created for specific topics. The level of communication and participation in decisions in the faculty is high (developed). B. The level of communication and participation in decisions in the faculty is sufficient. Working groups are not sufficiently effective (acceptable). C. The level of communication and participation in decisions in the faculty is limited. Working groups are in the process of being created (needs improvement). D. The level of communication and participation in decisions in the faculty is extremely low (not developed). Working groups have not yet been created.

Standard	Indicator	Evidence	Rating
6.1.2 The faculty has a vision and mission for PCG education.	1. The faculty has a vision and mission that is known, implemented and maintained by everyone. 2. The vision and mission of the Faculty is updated based on the data obtained in line with stakeholder opinions and new trends. 3. The faculty's vision and mission are shared by the administration, instructors and students. 4. The faculty's vision and mission are consistent with the faculty's undergraduate programs learning outcomes and resources. 5. The faculty's vision contributes to national and regional PCG education.	• Documents related to the development of the vision and mission. • Documents showing the consistency of the undergraduate curriculum outcomes with the vision and mission. • Interviews with instructors and students.	Vision and mission of the faculty: **A.** They are clear and understandable. They are known and followed by instructors and students. They are reflected in the training program. **B.** They are clear and understandable. Most of the instructors adhere to the mission of the faculty. They are significantly reflected in the programs. **C.** The faculty has a vision and mission, but instructors do not follow them well. There is no evidence that they are reflected in the programs. **D.** There is no vision and mission or they are not complied with by instructors.

Standard	Indicator	Evidence	Rating
6.2.1 Administration units perform their functions effectively.	1. Administration units meet regularly and work collaboratively. 2. All relevant units participate in the decision making process and support the implementation. 3. The administration monitors the implementation and development of the decisions taken and improvements are made when necessary. 4. Instructors express their opinions and are adequately informed about the decisions. 5. There is a regular registration system. 6. All units act in accordance with the faculty's policies.	• Registration systems. • Faculty policies. • Reports of administration units. • Faculty board and board decisions. • Decisions or minutes of working groups. • Interviews with instructors. • Interview with the faculty administration.	A. There is harmony and close cooperation between administration units. Decisions and practices are compatible with each other. The opinions of the instructors about the decision-making and implementation processes are positive. B. There is a coordination among administration units. However, there are some difficulties in implementing decisions. C. There are frequent inconsistencies in the decision making and implementation process. There are gaps in communication between the units. Participation in the decision-making process is weak. D. There is not so much harmony among administration units. There is a lot of inconsistency in decision making and implementation.

Standard	Indicator	Evidence	Rating
6.2.2 Faculty administration supports the development of PCG education.	1. Faculty administration sets goals and develops an action plan for the development of PCG education. 2. The faculty possesses PCG education research and projects.	• Details of faculty contributions to national and regional PCG education. • Annual reports or other documents showing recent changes in PCG education. • Research and project lists. • Interviews with instructors. • Interview with the faculty administration.	A. The faculty actively supports the development of national and regional PCG education. Priority and support are given to research and projects related to PCG education. B. The Faculty participates in studies on the development of PCG education. There is enough research on PCG education. C. Few studies on PCG education are carried out at the faculty. D. Studies on PCG education in the faculty are insufficient.

Standard	Indicator	Evidence	Rating
6.2.3 The faculty has relations with national/international institutions and organizations.	1. The faculty has student and instructor exchange programs with national/international institutions and organizations. 2. The faculty has collaborations with national/international governmental or private institutions and organizations.	• Correspondence with institutions and organizations. • List showing completed or ongoing joint projects, research. • List showing consultancy, in-service training, seminars and conferences. • List showing student and instructor exchange programs. • Data on visits to institutions and organizations, visits for observational purposes. • Documents related to circulating capital, company or other intermediary regulations. • There are mechanisms in place to enable faculty staff and students to participate effectively in national and international exchange programs.	Relation of the faculty with national/international social and other institutions and organizations: **A.** It is great. **B.** It is at a sufficient level. **C.** It is at an acceptable level. **D.** It is not enough.

Standard	Indicator	Evidence	Rating
6.3.1 The administration provides the necessary resources and uses them effectively.	1. The administration can attract personnel to the faculty in sufficient numbers and quality and keep them in the faculty. 2. The administration and support staff are sufficient and distributed evenly among the units. 3. The administration and instructors are dynamic and creative in creating resources for the development of PCG education. 4. Equal support is given for the development of the departments. 5. The administration provides income from various sources to improve the faculty. 6. The administration has policies on the acquisition and effective use of Information Technologies (ICT).	• Documents related to the manpower availability and needs of different departments and units of the faculty. • Distribution of administration and support staff by units. • Documents of the faculty regarding income sources and revenues provided. • Documents related to the distribution and use of revenues. • Needs analysis of the hardware and software to be acquired, access to material resources to be used in the acquisition of these, and the presence of road maps to be followed in increasing the ICT competencies of staff/students.	A. There is a sufficient number of qualified personnel in each unit. Funding activities to the faculty are widespread and there is a balanced distribution. B. There is a shortage of personnel in some units. There is a limited number of resource-generating events. C. There is a shortage of resources and personnel in most units. Resources are not distributed evenly. D. Units have a shortage of personnel and resources. There are no resource-generating activities.

Standard	Indicator	Evidence	Rating
7.1.1 There is a quality assurance (QA) policy and application methods at the faculty level.	1. The presence of a QA policy and implementation methods: • Instructor selection and academic promotion, • Tracking of instructors, • Development of instructors, • Tracking the academic development of students, • Tracking the PCG skills of students, • Evaluation of the teaching - learning process. 2. The presence of comparison systems with regional, national and international institutions.	• Document on the policies and implementation methods envisaged by the university and/or faculty regarding QA. • Teaching evaluation forms. • Instructor performance evaluation forms. • Criteria for the selection, promotion and appointment of instructors. • Data on course success of students. • Annual reports of instructors. • Committees formed on quality improvement and their activities.	Faculty QA policies and implementation methods: **A.** They are prepared properly and adequately. Instructors, institutional counselors and students are aware of them. **B.** They are available. However, groups other than instructors are not aware of them. **C.** They are available. However, they are not well formulated. Relevant groups are not aware of them. **D.** They are not available. There is no systematic QA element.

Standard	Indicator	Evidence	Rating
7.2.1 Using quality assurance (QA) findings in the development of the faculty as a whole.	1. The availability of a database of instructors, teaching processes and students at the faculty level. 2. Correction and development of teaching-learning process in the light of QA findings. 3. Guiding instructors and students according to QA findings. 4. Operation of comparison systems with regional, national and international institutions.	• Faculty QA documents. • Faculty and board decisions. • Databases related to instructors and students. • Changes in the curriculum and justifications. • Interview with the dean. • Innovations in the teaching-learning process and justifications.	QA policy and implementation methods: A. It is implemented regularly. There is extensive evidence of the effects of this practice on education. B. It is implemented regularly. However, its effects on education are insufficient. C. It is implemented to a limited extent. However, its effects on education are insignificant. D. There is no policy or evidence of its functioning.

Standard	Indicator	Evidence	Rating
7.3.1 Reflecting the information and findings obtained from the tracking of graduates to the quality assurance (QA) system.	1. Having graduate tracking activities in place and making use of their results. 2. Review and evaluation of inspector reports. 3. Reflecting other data obtained about the graduates to the system.	• Data from graduate tracking activities. • Inspector reports. • Public personnel selection examination or similar national level exam results of students and graduates. • Interviews with school administrators and experienced psychological counselors.	Students and new graduates: **A.** They are regularly tracked and the findings are reflected in the QA system. **B.** They are tracked, but the results are not sufficiently reflected in the QA system. **C.** They are properly tracked but the findings obtained are not reflected in the QA system. **D.** They are not tracked.