



## **COMMUNICATION FIELD AND PROGRAMS EVALUATION CRITERIA (Version 3.1)**

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## A. GENERAL INFORMATION

### 1. Introduction

These criteria aim to ensure the quality assurance of undergraduate programs in the field of communication, consisting of at least 8 semesters or equivalent (240 ECTS credits), and to support the continuous improvement of these programs in a process where communication environments are rapidly evolving in parallel with technological developments and changes, to meet the expectations of stakeholders and the industry.

The relevant unit of the higher education institution applying for the evaluation of an undergraduate communication program is responsible for demonstrating that the program meets the criteria outlined in this document.

### 2. Definitions:

Although institutions may use their own terminology, the following basic definitions, as specified in Article 7 of the "Evaluation and Accreditation Implementation Principles Directive" (DAUY), must be consistently applied in evaluations using ILAD criteria:

**ECTS Credit:** Credit defined by the European Credit Transfer System.  
**Field-specific equipment and facilities:** Equipment, facilities, and software suitable for contemporary technical standards and production processes in the preparation of visual and auditory content.

**Evaluation:** The process of interpreting data and evidence obtained from measurements using various methods.

**Evaluation process:** A process that demonstrates the level of achievement of program educational objectives and learning outcomes and ensures the use of evaluations in decisions and actions to improve the program.

**Credit:** One credit is equivalent to the instructional load of one hour of theoretical lessons per week or two to three hours of applied, practical, or laboratory work per semester.

**Program learning outcomes:** Statements defining the knowledge, skills, and competencies that students are expected to acquire by the time they graduate from the program.

**Project work:** Work that involves critical thinking, ethical approaches, creative use of fundamental communication principles, and/or introduces a new approach or perspective, based on the identification of field-specific research methods and requirements.

**Program Educational Objectives:** General statements defining the career goals and professional expectations that program graduates are expected to achieve in the near future.

**Measurement:** The assessment conducted using various measurement tools to determine the level of achievement of program educational objectives and learning outcomes.

**Distance education:** Education where teaching activities at the university are planned and conducted based on information and communication technologies, where lessons are delivered by the instructor synchronously and/or asynchronously without the requirement of being in the same physical space, based on mutual interaction between students and instructors and among students.

**Product:** All field-specific work designed, planned, prepared, and produced by students during their educational program, depending on the characteristics of each program.

## **B. GENERAL CRITERIA**

### **Criterion 1: STUDENTS**

In evaluating a communication program, the quality, development, and achievements of students are crucial. Therefore:

1.1. The conditions for student admission to the program must be clearly explained on the website.

1.1.1. Admission conditions for international students must be specified, ensuring that admitted students are at a level capable of achieving the program's targeted outcomes.

1.1.2. Regulations/guidelines regarding the preparatory class (if applicable) must be easily accessible.

1.2. Policies for horizontal and vertical transfers, double majors, minors, student exchange programs, and the evaluation of courses and credits earned at other institutions and/or programs must be clearly defined and implemented.

1.3. The institution and/or program must undertake efforts to promote and facilitate student mobility through agreements and partnerships with other institutions.

1.4. Academic and career advising services must be provided to guide students in course and career planning.

1.5. Students' success in all courses and other activities within the program must be measured and evaluated using transparent, fair, and consistent methods.

1.6. Student satisfaction must be evaluated, and the results of these evaluations must be

communicated to relevant units and individuals at various administrative levels.

1.7. Reliable methods must be developed and implemented to ensure that all program requirements for graduation are met.

## **Criterion 2: PROGRAM EDUCATIONAL OBJECTIVES**

2.1. Explain the methods used to determine and document the program's educational objectives. These methods must be systematic and based on concrete data.

2.1.1. The program must be structured and periodically updated, taking into account the opinions and suggestions of internal and external stakeholders.

2.1.2. The mission statements of the institution, faculty, and department/program must be published and easily accessible.

2.1.3. Programs must develop monitoring methods to demonstrate that their graduates achieve the program learning outcomes.

2.2. For each communication program evaluated, program educational objectives must be defined as general statements outlining the career goals and professional expectations that graduates are expected to achieve in the near future.

## **Criterion 3: COMMUNICATION FIELD LEARNING OUTCOMES**

Program learning outcomes encompass all the knowledge, skills, and behavioral components necessary to achieve the program's educational objectives.

Communication programs must include the ILAD Communication Field Learning Outcomes specified in the table below. Programs may define additional outcomes specific to their context, provided they are consistent with their educational objectives.

<b>ILAD Communication Field Learning Outcomes (Version 3.1)</b>
<b>3.1</b> Possessing sufficient knowledge in scientific, social, economic, legal, political, social, and cultural issues related to the communication field and programs, with an interdisciplinary perspective; having the ability to form and defend consistent and comprehensive ideas based on this knowledge.
<b>3.2</b> Possessing the ability to conduct research, planning, product development, and implementation specific to the field with a creative and critical approach.
<b>3.3</b> Having the ability to work collaboratively in teams within the field.
<b>3.4</b> Possessing the ability to apply professional ethical principles in their work.

<b>3.5</b> Being sensitive to the universal and societal impacts of professional work in the field, such as sustainable development goals, public interest, and public service, as well as its legal implications.
<b>3.6</b> Having knowledge and experience in professional practices in the workplace (internship).
<b>3.7</b> Possessing knowledge and skills in entrepreneurship and business development.
<b>3.8</b> Successfully completing at least two non-field (university elective) courses.
<b>3.9</b> Having knowledge of workplace health and safety.
<b>3.10</b> Possessing the ability to communicate effectively, both orally and in writing, in at least one foreign language related to the field (at the B1 General Level of the European Language Portfolio).
<b>3.11</b> Having the ability to effectively use information and communication technologies (software, programs, applications, etc.).

#### **Criterion 4: CONTINUOUS IMPROVEMENT**

4.1. Evidence must be provided that the results obtained from established measurement and evaluation systems are used for the continuous improvement of the program.

4.2. These improvement efforts must be systematic, based on concrete data, and cover all areas of the program open to development.

#### **Criterion 5: CURRICULUM**

##### **5.1. Course Program**

Each program must have a “course program” that supports its educational objectives and learning outcomes. The course program must include the Communication Field Learning Outcomes specified in Criterion 3 and the program-specific outcomes specified in Criterion 10.

The curriculum must include the following components:

5.1.1. At least 32 national credits or 60 ECTS credits of foundational education appropriate to the communication field.

5.1.2. At least 48 national credits or 90 ECTS credits of education appropriate to the relevant academic field.

5.1.3. At least 25% or 60 ECTS credits of elective courses that complement the content of the curriculum in line with program objectives.

5.1.4. Students must have earned at least 240 ECTS credits to graduate.

##### **5.2. Curriculum Implementation Method**

The teaching methods used in implementing the curriculum must ensure that students acquire the desired knowledge, skills, and competencies.

### 5.3. Field Application Experience

The institution must have a management system to ensure that the curriculum is implemented as intended and to support its continuous development. Students must be prepared to apply, design, plan, and produce the knowledge and skills acquired in courses with a sustainable perspective on issues such as environmental concerns, ethics, health, and safety.

## **Criterion 6: FACULTY**

The faculty is the core component of the curriculum. The faculty must ensure the effective delivery, evaluation, and development of the program.

6.1. The faculty must have sufficient academic qualifications and be sufficient in number to cover all areas of the program. By the end of the four-year communication education, the program's faculty must include at least 6 faculty members/lecturers and at least 2 research assistants.

6.2. The number of faculty members in each program must reflect a distribution that includes academic titles such as Professor, Associate Professor, Assistant Professor, and Lecturer, covering the course program.

6.3. Faculty members must teach in their areas of expertise.

6.4. The faculty must have adequate qualifications. Faculty members must be effective in conducting scientific research, fostering student-faculty relationships, providing student advising, serving the university, and engaging in professional development, in addition to delivering the curriculum.

6.5. Part-time or hourly-paid faculty members must meet qualification requirements for the courses they teach.

6.6. Professional development activities, such as in-service training, must be conducted to support the faculty's professional growth.

## **Criterion 7: PROGRAM INFRASTRUCTURE**

7.1. Classrooms, laboratories, studios, workshops, practice rooms, and other facilities must be adequate to achieve the program's educational objectives and learning outcomes, with necessary safety measures in place.

7.2. Appropriate infrastructure must be available to enable students to engage in extracurricular activities, meet their social and cultural needs, support their professional development, and foster student-faculty relationships.

7.3. The computer and IT infrastructure (software, equipment, AI-supported Learning Management Systems) provided to students for visual and auditory content production must support the program's educational objectives and be sufficient for the scientific and educational work of students and faculty.

7.4. Library facilities, both traditional and digital, provided to students must be sufficient to achieve the program's educational objectives and learning outcomes.

7.5. Adequate infrastructure arrangements must be in place for students with special needs (disabilities).

### **Criterion 8: INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES**

8.1. The university's administrative support, constructive leadership, and strategy for distributing financial resources must be sufficient to ensure the program's quality and sustainability.

8.2. Financial resources must be sufficient to attract, retain, and support the professional development of a qualified faculty.

8.3. Resources must be provided to acquire, maintain, and operate the infrastructure required for the program.

8.4. Administrative and technical staff, such as department secretaries and technical specialists, must be sufficient in number and qualifications to support the achievement of program learning outcomes.

### **Criterion 9: ORGANIZATION AND DECISION-MAKING PROCESSES**

9.1. All decision-making processes within and between the faculty, department, and any other sub-units must be structured to support the achievement of program learning outcomes and educational objectives.

9.2. Archiving methods must be explained.

## **C. PROGRAM-SPECIFIC CRITERIA**

### **Criterion 10: PROGRAM-SPECIFIC CRITERIA**

Program-specific criteria define additional criteria specific to a particular communication program. These criteria are designed for four-year undergraduate communication programs.

10.1. Journalism and News Reporting Program Learning Outcomes
10.2. New Media and Communication Program Learning Outcomes
10.3. Visual Communication Design Program Learning Outcomes
10.4. Public Relations and Promotion Program Learning Outcomes

10.5. Public Relations and Advertising Program Learning Outcomes
10.6. Advertising Program Learning Outcomes
10.7. Communication Sciences Program Learning Outcomes
10.8. Radio, Television, and Cinema Program Learning Outcomes
10.9. Television News and Programming Program Learning Outcomes
10.10. Animation and Cartoon Program Learning Outcomes
10.11. Digital Game Design Program Learning Outcomes
10.12. Graphic Design Program Learning Outcomes

## **D. DISTANCE EDUCATION**

### **Criterion 11: DISTANCE EDUCATION PROCESS**

11.1. The university must have the necessary infrastructure to manage the distance education process.

11.2. Learning materials and resources used in theoretical and applied courses in distance education must be diversified and shared with students.

11.3. Faculty members' knowledge, skills, and competencies regarding the institution's distance education system must be developed.

11.4. The university must have implemented necessary security measures to ensure exam security in the distance education system.

11.5. Necessary measures must be taken to accommodate the education of students with special needs (disabilities) in distance education applications, and these must be shared with the relevant students.